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ABSTRACT

The appendix to the report of the Santa Cruz Special Education Management System contains an article on labeling; a list of consultants; sample job descriptions and catalyst cards; a list of assessment tools used to develop the Behavioral Characteristics Progression (BCP); and a bibliography. The article notes limitations imposed by conventional systems of labeling by age and degree of disability and recommends the use of a listing of behavioral characteristics to aid in the education of the exceptional or normal child. Listed separately are the consultants for the BCP program and the consultants for the Task Base Composite project. Sample job descriptions are provided for teachers of the orthopedically handicapped, administrators of juvenile halls, and teachers of the trainable mentally handicapped. Sample catalyst cards give suggested activities correlated with the BCP strands, appropriateness with various sized groups, approximate time required, and materials. Approximately 100 measures are listed, including tests, curriculum guides and developmental charts used to develop the BCP. The bibliography gives approximately 325 references. (For additional information see EC 060 316 through EC 060 318.) (DB)

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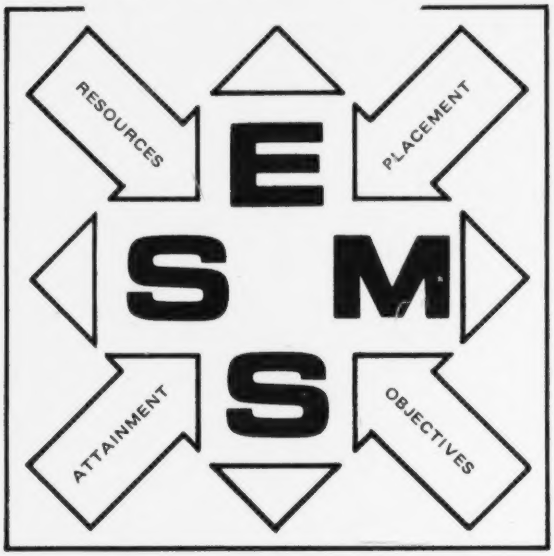

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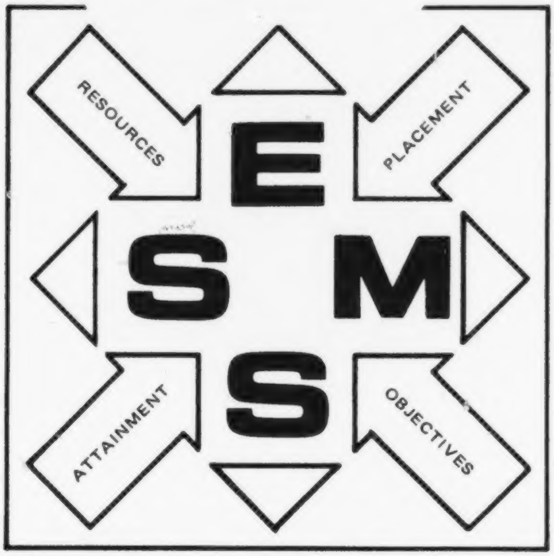

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APPENDIX A

LABELLING AND THE EXCEPTIONAL CHILD

LABELING AND THE EXCEPTIONAL CHILD

To discuss the mentally retarded one might begin with a synopsis of the history of labels. Labels have been assigned to delineate the levels of mental retardation for many years. Idiot, imbecile and moron have denoted ranges in intellectual functioning as determined by I.Q. scores. Although they were meant to be precise terms (idiot = I.Q. of 0-19, imbecile = I.Q. of 20-49, moron = I.Q. of 50-79), their meanings became corrupted by the lay population and came generally to be used to describe very foolish or stupid people. Because of their disagreeable and degrading connotations, idiot, imbecile, and moron have been replaced by educable mentally retarded (EMR), trainable mentally retarded (TMR) and profoundly mentally retarded (custodial). Further, the term mentally retarded has been substituted for feebleminded and mentally deficient.

Current authorities such as Heber, Sloan and Birch and Bensberg are in general agreement as to the gross characteristics one can ascribe to the present three levels of retardation. The EMR, although he functions intellectually below the average for the general population and is typically unable to cope with the regular school curriculum at the standard age, has a potential for achieving academic skills up to the 3rd-6th grade level and many social and occupational skills. His mental age is within the eight to twelve year range at maturity. The TMR has potential for training in self care, social adjustment in the home, oral communication, and economic usefulness in the home or sheltered environment. However, generally he is not considered capable of acquiring any academic skills, such as functional reading or arithmetic. His mental age at maturity ranges from approximately three and one half to eight years. The profoundly retarded adult by definition reaches a mental age of no more than three and one-half years. He may display some motor and speech development, but even as an adult the profoundly retarded individual is so severely limited that he is often incapable of taking care of his own bodily needs such as feeding and toileting. He will always require close, parental-like supervision and for this reason the profoundly retarded person is referred to as custodial.

Labels have been attached to these levels of retardation to denote the degree of need or the emphasis of training for the child. If a child is labeled EMR, the concentration is on academics or vocations rather than on self-help skills as stressed with the TMR. Categorizing children by use of labels is thought to make education and training more efficient since it is felt all individuals of the same general type can be dealt with most easily together.

However, labeling presents many problems. Grouping people into categories can result in a loss of individual personalities and human qualities. In order to group, one must consider certain qualities (such as I.Q.) and ignore others (such as learning rate). It might be said that people lose their individuality in this categorization process because the traits that make them truly different from other people are overlooked. They are classified on the basis of gross similarities to others.

Also, there is a tendency in labeling to stereotype people: that is, to attribute the characteristics commonly associated with the label to all people in the category. One of the major misconceptions about the retarded is that specific clinical types of retardation have unique differences in qualitative and quantitative psychological and intellectual functioning. It has been assumed for years that there are distinct differences between exogenous (brain-injured) retardation, endogenous (cultural-familial) retardation, and mongolism. Studies undertaken to validate this assumption have proven it to be fallacious, however, Dunn and Capobianco (1954) found no significant differences in their arithmetic studies of computation, reasoning, achievement, reversals, and understanding the concept of zero between brain-injured and familial types. Murphy (1956), working with the same population, found no differences in verbal production and concrete performance as measured by the Stanford-Binet and Draw-a-Man tests. Semmel (1960) found no significant differences in teacher ratings of mongoloid and brain-injured in the areas of self-help, social, motor, and academic and vocational skills. The authors of all these studies concur that teaching programs should be based on behavioral characteristics rather than on etiology.

In another group of studies, specific stereotypes of the retarded were examined. Gallagher (1957) found that the stereotype of the brain-injured child with perceptual problems and other behavior disorders was not valid. Gardener (1959) found his population of brain-injured to be no more responsive to stimuli and no more active than the mongoloids he studied, thus questioning the validity of the stereotype of the hyperactive, brain-injured child. Blessing (1959) studied the popularly conceived "docile," "amenable" mongoloid and found that he displayed the full spectrum of emotional and social responses, not just those on the passive end. Cantor (1959) found that the "rhythmic" mongoloid had a worse sense of rhythm than normals. The authors of this group of studies conclude that since characteristics of retardation are not universal, generalization and stereotyping should be avoided.

Another study dealing with the problem of stereotyping (Gibson and Gibbons, 1958) analyzed the popular misconception that the number of diagnostic signs on a mongoloid (physical stigmata such as sparse hair, flat nasal bridge, protruding tongue, etc.) correlate negatively with intelligence. These experimenters found just the opposite, however; that a positive relation existed between the two. That is, the greater the number of physical signs, the higher the intelligence of the child. These authors share the previously stated conclusion that children must be placed in an educational program based not on physical or diagnostic labels, but on behavioral abilities.

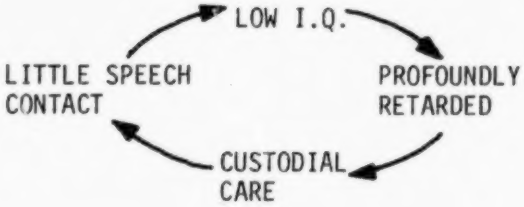
Another problem with labeling is that it tends to promote the "self-fulfilling prophecy" phenomenon. In other words, the performance of the labeled individual will be influenced by the expectancies of those with whom he interacts. If the parents and teachers of a child have been told that he is profoundly retarded and that such children generally never learn to feed themselves, they might possibly not expect this behavior from him and the probability that he will ever display it is greatly reduced. To impose limits on expectancies by means of labeling reduces the potential of the educational process. Because of labels, the child may not be presented with certain learning situations, as with the trainable retarded who is not usually exposed to numbers or reading, not on the basis of his individual characteristics but on the basis of the gross expectations of his group. The possibility of his learning this material was not excluded by his own physical or mental limitations but by those imposed from without.

Numerous studies have been undertaken to show how the self-fulfilling prophecy operates. Rosenthal and Jacobson (1966) gave teachers names of children who would show "unusual intellectual gains" during the school year based upon a test designed to predict "academic blooming." These children were randomly chosen from the total group to which the test was administered. Eight months later all the children were retested using the same test. The results showed that those children from whom the teachers had been led to expect greater intellectual gain showed a significantly greater gain in I.Q. scores than did the control children. Some children gained as many as 24.8 I.Q. points in excess of the 16.2 gained by their control group.

In a similar experiment (Beez, 1968), a psychologist's report predicting either "good" or "poor" school performance determined how much the teacher presented to the child to be recalled as well as how much he actually did learn.

These studies offer evidence to support the premise that labeling influences teacher expectations, which become translated into teacher behavior. This teacher behavior in turn elicits the expected pupil behavior. The pupil's behavior is thus indirectly influenced by a condition over which he has little control--the labeling of his intellectual level. One begins to question whether the content and methods of school programs improve academic performance or whether improvement is due to the favorable expectancies of teachers, parents and administrators.

A further drawback to labeling is that it tends to reinforce learning problems. A good example of this is in the area of language development or expressive speech. The Stanford-Binet is the most widely used test to determine children's I.Q.'s and from the score obtained on this test the category each child falls into (gifted, normal, EMR, TMR, profoundly retarded) is determined. MacCubrey (1971) offered the explanation that this test depends heavily on verbal response, making a child's I.Q. greatly affected by his ability to communicate orally. If a child has poor language development he scores low in I.Q. He is thus labeled profoundly retarded and is put in a custodial program in which there may be minor emphasis on speech training. Further, it has been hypothesized (Semmel and Dolley, 1971) that adults associating with the retarded "limit their verbal interaction to simple statements and questions and thus impoverish the verbal environment of such children." There is little chance that this child's speech and subsequently his I.Q. will improve in such a program. Such a child is trapped in a non-progressive circle with very little chance of escape, as is illustrated in the chart below.



Yet another harmful efect of labeling is the stigma, the "undesirable differentness" a person who is labeled feels about himself. There is some evidence that the self-image is greatly lowered when one is placed in a special category. Welch (1965) & Meyerowitz (1962) showed that EMR children labeled and segregated on the basis of intellectual inferiority not only made smaller academic gains than the retarded children in regular classes but also showed a significantly greater degree of self-derogation and saw themselves as inadequate and rejected. It seems that interaction with normals results in better performance as well as an increased feeling of competence and worth. The feeling of differentness appears to be more detrimental than the high level competition intellectually superior peers offer.

A study of retarded persons who graduated from the vocational training program at a California state hospital was undertaken to show the stigma of inferior mental capacity (Edgerton, 1967). Of the forty-eight adults interviewed not one was able to admit the "real" reason for hospitalization. They attributed their confinement to nerves (2), mental illness (2), alcoholism (3), epilepsy (4), sexual delinquency (5), criminal offenses (5), physical illness (7), need for education (8), and rejection or abandonment of parents (12), but never to mental retardation. Not one person admitted that he was rightfully institutionalized. Instead, they overwhelmingly blamed institutionalization for their incompetence. This unanimous denial could lead one to believe that an individual cannot live with the label "retarded" without destroying his conception of himself.

It seems that labeling has so many deleterious affects on the individual as to make it counterproductive in the education of the retarded. If there could be as many labels as people so as to take into consideration all possible constellations of characteristics and hierarchies of needs, labels might then be validly applied. Presently, first, middle, and last names seem to serve this function. However, if there were a different label for each person as with names, they would lose one of their main functions, grouping of individuals for efficiency. Should this efficiency be sacrificed, however, to humanize and individualize education? An answer might be in the negative with the accompanying explanation that the real world constraints of time, money and resources must be considered, and therefore efficiency cannot be so easily rejected. Nevertheless, the education of a mentally retarded child should and can be based on his own needs as determined by his individual characteristics rather than on the characteristics associated with his label. It requires that we define the child in terms of what he can do rather than what he can't do and that at the basis of his education are his individual characteristics, not his label.

Much of education in the past has been accepted on faith rather than on its proven merits. A child's mere presence in a classroom was generally considered indicative of the acquisition of necessary information. Possibly this could account for much of the controversy that has filled the area. Recently, however, people have begun to genuinely question education both in its purpose and actual operation. Educators have been asked to become increasingly more analytical, asked to explain what they are attempting to achieve and the methods they are employing.

Education has begun to purge itself of private interpretations, intangibles, immeasurables, indefinables, and unapproachables. In doing so, it has turned to behavior. The behavioral approach to education describes learning as a change in behavior resulting from experience, practice or training As a pupil moves along the continum of characteristics beginning with the earliest behavior displayed by a baby and ending with the most developmentally complex and socially adaptive behavior shown by an adult, his progress is made manifest in his changing behavioral characteristics.

The behavioral approach to education has many advantages over previous, less defined approaches. It is objective since it is observable and measurable and leaves very little room for individual interpretation. A behavioral characteristic determined for a child can be checked for reliability and validity by another observer or by the same observer at another point in time. In its objectivity, the behavioral approach enhances communication between all levels of the educational process since everyone is able to use common descriptions and terms. Another important advantage is that a behavioral progression imposes no limits or boundaries nor does it make any judgments. Since it is only concerned with the displayed behavior and not with norms or standards, it eliminates labels and ages, the problems of which need not be reiterated. It is very possible that education's future lies in this behavioral progression. Education could become based on one lengthy and extremely complex continuum which would help insure that learning would not stop when one reached his grade level nor that it would cease after he left school entirely, but that it would continue throughout a lifetime as most educators would probably agree it should.

However, it must be made clear that the behavioral approach at this point is not education's panacea. It does have its limitations, too. It is very difficult, unfortunately, to describe one's affective qualities in behavioral terms despite the fact that they are a substantial part of human nature. This is not to say, however, that affect does not exist, but only that the sophistication needed to describe this quality is lacking. Also, until educators decide exactly what are the behaviors necessary to function well in the society, they cannot be included in the progression. Perhaps at a future date a method of observing and quantifying affect and necessary adaptive behaviors will be devised, but until then education might have to accept a behavioral progression as a beginning in the total description of positive behaviors. It is probably better to exclude such emotions until they can be behaviorally defined. Otherwise, parents, teachers and administrators might be deluded into thinking that a child possesses an ability even though they are unable to observe it is any behavioral way. In the end, the child loses if this should happen. If he has not learned a specific behavior but it is assumed that he has, the child might not be taught it and the likelihood of learning it will be decreased significantly.

Behavior, then, is essential to education. Without a change in behavior, an overt manifestation of a new adaptation to one's environment, any learning that may take place cannot be observed or measured. And until it is, we can never be truly sure that it is part of the child's repertoire of behavioral characteristics. It is best to take nothing for granted in the education of a child, especially a retarded one. Although the behavioral approach might require a slight shifting in education's emphasis, it offers assurance that a child will not learn from a patchwork of expectations. If his teachers think in terms of the behavioral characteristics, his education can be accomplished in a much more progressive fashion.

Behavior is not only essential to the process of education, it is vital in the understanding of the specific population being considered. The definition of mental retardation offered by Heber in 1961, still recognized as the most accurate, places great importance on the area of behavior. It states that the mentally retarded person is one who shows subaverage general intellectual functioning (I.Q.) to such a degree that it results in impairment in one or more of the areas (maturation, learning, social adjustment) of adaptive behavior. According to the definition, then, an individual must show deficiency in both measured intelligence and adaptive behavior in order to be considered mentally retarded.

It is very important that behavior be included in this definition because there has been, in the past, a strong tendency to consider low measured intelligence the sole indicator of mental retardation. This resulted from the following misconceptions: all people have a "true I.Q.;" it is a stable, unchanging figure; using it, one person can be compared directly to another; and it can precisely determine where a child should be placed in school. Because I.Q. was considered the ultimate, mental retardation was defined in terms of it (a score below 80), and it determined educational policies such as whether a child was to be educated (I.Q. above 50) or trained (I.Q. below 50). With the inclusion of impaired adaptive behavior as a component of retardation, people have begun to consider cultural background, prior experiences, mental age and social age in interpreting I. Q. scores. The child is, therefore, judged in terms of what he does and how he behaves.

The realization that test performances do not always correspond to level of deficiency in total adaptation has had a major impact in educational philosophy with regard to the retarded. For many years people identified the ability to learn with intelligence and concluded that a child with an I. Q. of less than 20 cannot learn. However, recent studies (Jensen, 1963) have shown that I. Q. is not a reliable predictor of rate or ability to learn with the mentally retarded. It has been found that using proper methods and discovering motivations can result in astounding levels of learning in the retarded (Bensberg, Cassell, Colwell, 1965). The mentally retarded can acquire information. However, their learning proceeds according to different "rules" from those of normals. These general "rules" shall be discussed in terms of Heber's three areas of adaptive behavior: maturation, learning, and social adjustment.

The retarded child's impaired maturation is made manifest in his delayed motor development. Francis and Rarick (1959) studied the gross motor abilities of the retarded using eleven motor performance tests to measure strength, running speed, agility and balance. They found retarded children to be significantly inferior to normal children on all tests with scores two to four years below their age norms. A possible contributing factor to this delayed motor development is the great number of retardates with physical disabilities. There are many children who have spinal disorders or orthopedic problems in addition to their mental retardation which interfere with walking and other physical activities. Also, the brain-injured retardate often displays a "clumsiness" that could result in lower motor performance scores. However, as delayed as the retarded child's motor development may be, generally he is still functioning at a higher level in this area than in language development.

One of the most severe examples of maturational impairment in the retarded child is his low verbal performance. Generally, if he speaks at all, the child does so in single words or fragments of sentences and uses very few vocabulary words. Although studies (Stevenson and Iscoe, 1955; Milgram, 1966; Hermelin and O'Connor, 1958) show that the mentally retarded child can transpose (choose the larger of the test pair rather than the one closest in size to the correct stimulus in the training pair) and conceptualize (classify objects according to concepts), they are not able to verbalize the principle behind nor the reason for their actions. It has been hypothesized (Griffith, Spitz, and Lipman, 1959) that this retardation in language development is the primary reason for lowered achievement of the retarded. This is because verbal processes and verbal production play a major role in performance. The authors suggest that learning situations and intelligence tests which are free of verbal performance requirements be devised. This would assure a more accurate evaluation of the child's intellectual functioning and learning.

Another area showing a maturational lag is motivation. Retarded children are generally motivated by what is typical for their mental age and emotional maturity rather than by what is usual for their chronological age. A tangible reward is a more appropriate reinforcer than an intangible one for the retardate, (Ugler and de Lebry, 1962). Also, a retarded child will show a higher degree of performance when he knows what the goals are and what his reward will be. Thus, the more concrete the reinforcer is made, the greater the learning. Much of the retardate's poor performance is due to reinforcement which is too abstract or developmentally advanced rather than to lack of motivation.

It is generally agreed that the retarded child has a slower learning rate than that of normals and that their initial score, unlike normals, is not a good predictor of learning time. Thus, different teaching techniques might need to be employed with the retarded. For example, although they do not appear to learn from repetition and drill, numerous studies (House and Zeaman, 1960; Johnson, 1958; Barnett and Cantor, 1957; Tizard and Loos, 1954) have shown that the retarded display a significant amount of transfer of training, in some cases more than normals. Using transfer techniques, a mentally retarded child can learn how to do relatively complicated tasks in a reasonable amount of time (although usually greater than that of normals).

Also, the retardate generally shows a lack in incidental learning. While a normal child gathers peripheral information (such as color of teacher's clothing, plan of room, etc.) in a learning situation, the retarded child will probably learn no more than the central theme. For this reason, while the normal child acquires this knowledge indirectly the retarded child must be specifically taught this knowledge to function in society. The results of a study done by Lillie (1966) corroborates this conclusion. He found that retarded children did not show improvement in the language and fine motor areas unless there was direct intervention on the part of the teacher and concluded that society cannot depend on incidental learning to educate its retarded. Hodges, McCandless and Spickler (1962) have studied this problem as it relates to curriculum development and have determined that curriculum must be designed specifically for the deficits of the retarded child, and that he cannot be placed in a program that uses a general approach to learning as is common in kindergarten classes. This conclusion echoes the phrase "educational programs to meet the needs of the child as determined by his behavioral characteristics."

Another deficit of the retarded child in the area of learning is a short memory span. However, retention can be greatly increased if the material is verbalized at the time of learning, if it is overlearned, and if it is meaningful to the child. An important study done by Klausmeier, Feldhausen, and Check (1959) shows that low I.Q. children, although they may learn more slowly, will retain the information as well as normals if it is appropriate to their level of functioning. The implication of this finding is that teachers of the retarded should know each child's level in each area of the curriculum. In other words, the teacher should know what the child's behavioral characteristic is in each of the subjects and the characteristic that follows it. If the teacher is unaware of either, the child's retention will most likely not be its greatest.

The last indicator of the retarded child's impairment in learning is his short attention span resulting in an inordinate amount of glancing behavior. Recent evidence presented by Turnure (1964, 1970) leads him to conclude that the "distractability" of retardates might well be considered an attempt to get help rather than malproductive inattentiveness. That is, when the child is unable to solve a problem, he looks up possibly in an effort to get the teacher's attention. This explanation certainly could account for the increased lack of attention to tasks displayed by the retarded. Since they experience more failure than normals, retarded children tend to be more outer-directed, more dependent on external guidance. However, since in the long run it is more beneficial for the retarded child to learn to function using his own abilities, an attempt should be made to reduce this outer-directed distractability. Possibly, setting up success situations with the gradual introduction of minor failures to ensure realism, might strengthen the child's ability to attend to a task.

Closely related to the retardate's outer-directedness which results in a short attention span, is his tendency toward self-devaluation. Owing partly to his low intellectual functioning, the retarded child can experience a high proportion of doubts, rejection and failure. As a result of the inordinate demands of his environment compared to his physical and mental competencies, he often learns not to trust his own abilities and judgment. A study carried out by Wachs and Cromwell (1960) found that a retarded child, if weakened with failure or under stress, would change his responses to agree with those of the adult rather than stand by his own beliefs. Since it is felt that this devaluation of the self is counterproductive to a successful social adjustment, the authors suggest that teachers of a retarded child stress the child's abilities and judgments rather than their authority. It is a generally accepted fact that the mentally retarded need more human support and more constant reinforcement than do normals (see Rothstein, 1961, p. 60). It is possible that many of the rules of the regular classroom must be ignored in order to serve special education's purposes.

A second manifestation of the impaired social adjustment of the retarded child is his inclination toward rigidity or perseveration. The retardate often displays stereotypical behavior, the inability to change responses with changes in stimuli, and the incapacity to adjust to new tasks or situations. It is suggested that the retardate's deficit in experiences could account for his rigid behaviors. New situations are more difficult for the retarded child because he is offered so few of them. A study done by Holt (1958) in England found that 41% of those families with a retarded child restricted or in some way limited their activities because of the retardate. Adding to this figure the fact that many retardates are raised in adverse environmental circumstances without the advantages that middle class family life affords (often one or more parents or siblings are also retarded) further helps to explain this rigid maladaptive behavior. What might be needed is the introduction of new stimuli and new situations which are enough like the old ones so as not to threaten the child, but different enough to offer him a new experience.

We now have a fairly accurate, though general description, of the behavior of the majority of mentally retarded population. To summarize, they display delayed motor development, low verbal performance, immature motivation, in the areas of maturation. In learning, their deficits include a slow learning rate, a lack of incidental learning, a short memory span and a short attention span. In social adjustment, their maladaptive behaviors include a tendency to self-devaluation and rigidity.

For the retarded child, like all others, growing and learning are dynamic processes greatly influenced by their environment. Since expectations have pronounced effects in performance, as was discussed earlier, the concept of the retarded child as somehow different from the normal might significantly prejudice his development. Is it possible to consider the mentally retarded child as basically similar to the normal but retarded in intellectual functioning adaptive behavior? The reverse, to consider the retarded child as basically different from the normal but having the same needs and showing the same patterns of development would seem somewhat unfair to him. From all evidence, it appears that the former conception gives a truer perspective of the retardate than the latter.

The mentally retarded child shows the same developmental sequence and the same behavioral characteristics as the normal child in physical, mental and psychological growth. The two populations differ only in rate and degree of development. More specifically the retarded child is slower to mature in all these areas and even as an adult does not progress as far along the continuum of development as does the normal child. However, as far as he does go, he usually follows the standard growth patterns.

In the area of physical growth, the retarded child, like the normal child, crawls before he walks, grasps before he feeds himself, runs before he rides a bicycle and generally exhibits all the physical behavioral characteristics of normals. It was believed that retarded children could be differentiated by certain physical traits called "stigmata of degeneration": low-set ears, widely spaced eyes, low foreheads, etc. However, it has been suggested (Schain, 1970) that many of these traits have been found in normals and even to a degree in high achievers. It seems in physical development, excluding rate, there is little to set apart a retarded child.

In the area of mental growth or learning the same conclusion as that concerning physical growth can be drawn. There is some evidence (Fuller, Sloan, Berg) to show that retarded learning curves are much the same as those of normals. One could expect as much since mentally retarded children display the same learning processes as others: those of imitation, reasoning, generalization, transfer, conceptualization, and value formation. Also, the retarded population shows the same variability in learning as the normal one does. As is true of all children, the retardate shows better performance in some areas than others and derives pleasure from discovering and mastering his own skill. For both normal and retarded populations the instructor's (whether teacher or parent) relationship with the child is of great significance in helping or hindering learning. In addition, the normal and retarded child will make better academic progress if the home and school cooperate in their educational efforts. This includes working toward a common objective and employing the same methods to achieve it.

The last area in which the retardate compares favorably with the normal is psychological growth. Both need and seek love, security, recognition and a sense of belonging. Both must be taught independence. The retarded child's motivation follows the same "rules" as the normal's. He will acquire little or no learning unless he is motivated,and what is motivating or interesting to one child may have no or possibly negative influence on another. The development of motivation follows the same sequence for retardates as for normals. It differs only in that for retardates the progression from the primary to the secondary motivational system is slower than for normals. As Cromwell (1960) found, the retardate shows the same first motivational system. In this system, the young child approaches situations because they are pleasurable and avoids situations because they are painful. Like the normal, as he matures, the retarded child approaches situations that afford him a chance to succeed, and avoids situations in which he feels he will fail. His motivational system changes from one based on biological incentives to a more mature one based on conceptional incentives. No longer does the child, whether retarded or normal, strive for pleasure, but for success, a much more developmentally complex motive.

From all current evidence, it appears that in the three areas of growth--physical, mental and psychological--the retardate differs not in type and sequence, but in rate and level of development achieved. Therefore, the retarded can be described by the same behavioral characteristics as those of a younger normal. A retarded child with a chronological age of 5 years who displays the behavioral characteristic, "grasps spoon in fist" (#21.0 on Feeding/Eating strand, Behavioral Characteristics Progression) is being described by a characteristic of a one-year-old normal. The characteristic does not differ; only the age (the indicator of the rate of development) varies. The same behavioral characteristic could be applied to the other extreme of the intellectual spectrum--the gifted. The gifted child might display "grasps spoon in fist" at six months rather than at the normal one year. The same behavioral characteristics could be used by all populations of handicapped children as well as normals, including the mentally, behaviorally, and, most probably, the physically exceptional. A listing of behavioral characteristics, such as the Behavioral Characteristics Progression (BCP) developed by this project, not limited by age association could be used for the total human population. In this way, children functioning at all intellectual, behavioral, and physical levels could be placed in proper perspective. One could, therefore, see how a child relates to the rest of the population without being prejudiced by the age at which his behavior "normally" develops. Also, one could readily see which behaviors the child has yet to develop to progress along the BCP. In these ways, the Behavioral Characteristics Progression could free the education of the exceptional child from traditional limitations such as those described earlier in this material.

APPENDIX B

BEHAVIORAL CHARACTERISTICS PROGRESSION CONSULTANTS

BEHAVIORAL CHARACTERISTICS PROGRESSION CONSULTANTS

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ield School Staff

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El Portal del sol School Staff
Los Amigos School Staff
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APPENDIX C

TASK BASE COMPOSITE CONSULTANTS

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Dr. William Zachmeier
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Santa Cruz County Office of Education

APPENDIX D

SAMPLE TBC POSITION AND JOB DESCRIPTIONS

Position Description for TEACHER (T)

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

3.0 Observe the child's behaviors in the class.
3.1 Prepare and type a report on the classroom observation.

11.0 Administer visual acuity tests.

18.25 Coordinate pertinent agency information distribution to a family

19.0 Enroll pupil in appropriate program; place name on class register
19.6 Provide nurses and school administrator with tentative behavioral objectives and other information (use BCP)

20.0 Observe pupil's needs to determine staff in-service requirements and prepare preliminary budget
20.6 Apply for participation in in-service training (workshop, visitation, conference, etc.)
20.8 Travel/drive to scheduled meeting
20.9 Attend/conduct and/or participate in in-service workshops, visitations etc.
20.12 Document and discuss with others, ideas presented at in-service meetings
20.16 Read general and professional literature on Ed. Code, education, first aid, etc. to maintain professional competence
20.20 Obtain approval and meet with a student teacher to discuss program
20.22 Train or explain procedures to volunteers regarding program

21.0 Observe pupil's needs to determine additional staffing requirements **and prepare preliminary budget**
21.1 Coordinate/plan staff work assignments
21.2 Type and prepare work assignment schedule
21.3 Prepare a report/request for additional personnel
21.5 Review and discuss salary survey and schedule
21.6 Interview job applicants
21.8 Take required medical exam for job
21.13 Attend meeting on employer/employee relations
21.20 Locate and arrange for substitutes to cover staff absence
21.21 Organize materials for substitute(s)
21.22 Provide/plan substitute staff orientation/training
21.23 Complete, compute and submit time sheets, absence reports

22.0 Observe pupil's needs to determine facilities requirements and prepare preliminary budget
22.1 Inspect facility and grounds
22.6 Plan (or participate in planning) use of new and existing buildings

11.0 Administer visual acuity tests.

18.25 Coordinate pertinent agency information distribution to a family

19.0 Enroll pupil in appropriate program; place name on class register
19.6 Provide nurses and school administrator with tentative behavioral objectives and other information (use BCP)

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21.21 Organize materials for substitute(s)
21.22 Provide/plan substitute staff orientation/training
21.23 Complete, compute and submit time sheets, absence reports

22.0 Observe pupil's needs to determine facilities requirements and prepare preliminary budget
22.1 Inspect facility and grounds
22.6 Plan (or participate in planning) use of new and existing buildings and facilities
22.7 Discuss and arrange for installation of safety equipment
22.15 Make report on stolen equipment/materials; review procedures
22.18 Clean up class, bathroom, coffee area. (Provide room maintenance)
22.19 Clean up the office, put away equipment etc.

23.0 Tour the school facilities with a new pupil and parent

24.1 Discuss pupil's school schedule with parents

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

25.5 Discuss need for additional bus capability (buses and equipment) with staff, parents, administrator
25.8 Discuss general transportation problems with staff, parents, admin.

26.0 Transfer pupil from bus to classroom and from classroom to classroom
26.1 Open and lock up buildings (doors and windows)
26.3 Sign in/out, collect keys, read messages, etc.

27.0 Welcome pupil into classroom
27.1 Plan and organize personal daily activities
27.2 Supervise opening exercises (salute, sing, etc.)
27.3 Prepare list of pupil names
27.4 Prepare and keep class lists

27.6 Take roll
27.7 Check daily register and attendance reports
27.8 Complete, compute and submit ADA registers
27.11 Take lunch count. Collect and count lunch and/or milk money. Keep records
27.12 Maintain pupil records in cum folder

28.0 Observe pupil behavior on BCP strands
28.1 Research literature on pupil behavioral characteristics
28.2 Study pupil's BCP chart, review tentative objectives from case commentary
28.3 Determine who will aid in pupil observation. Set up observation schedule.
28.4 Determine and secure materials, supplies needed for pupil observation
28.5 Set up observation materials/situations and activities
28.6 Validate pupil placement according to behavioral characteristics
28.7 Record pupil behavioral characteristics in BCP booklet
28.8 Recommend pupil be reassessed (Return to 8.0-17.0)
28.9 Transfer all BCP booklet information to chart
28.10 Attend staff meeting to confer on learner objectives for the pupil
28.11 Meet with consultants regarding goals and objectives
28.12 Review cum folder and behavioral characteristics with staff (Use BCP)
28.13 Determine learner objectives for pupil
28.14 Display learner objectives on BCP chart
28.15 Complete learner objectives worksheet for pupil
28.17 Distribute learner objectives worksheets to appropriate places/persons
28.18 Discuss instructional methods to attain learner objectives with staff
28.19 Determine which instructional method is most compatible with materials, resources, persons
28.20 Discuss with staff ideas on instructional materials/equipment appropriate

25.5 Discuss need for additional bus capability (buses and equipment) with staff, parents, administrator
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28.15 Complete learner objectives worksheet for pupil
28.17 Distribute learner objectives worksheets to appropriate places/persons
28.18 Discuss instructional methods to attain learner objectives with staff
28.19 Determine which instructional method is most compatible with materials, resources, persons
28.20 Discuss with staff ideas on instructional materials/equipment appropriate for method chosen
28.21 Discuss therapy or instruction rationale, methods with child, parents
28.22 Discuss need for home therapy or instruction for a child with parents using BCP objectives as basis
28.23 Evaluate materials/equipment. Choose most appropriate ones
28.24 Summarize program equipment and materials needs
28.25 Construct materials/equipment for use in the classroom
28.27 Work on a research project to develop new methods, materials. Review work on lesson development
28.28 Determine location of materials/equipment

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

28.29 Coordinate the moving of available materials/equipment
28.30 Coordinate the installation of available materials/equipment
28.31 Inform and/or instruct staff on the use of available materials/equipment
28.32 Conduct materials/equipment research, using catalogues
28.33 Check prices/secure quotes on material/equipment to be ordered
28.34 Prepare and type purchase requisitions for materials/equipment
28.35 Resolve questions regarding purchase requisitions
28.36 Purchase materials/equipment; make change orders adjustments
28.37 Purchase materials/equipment from local store
28.38 Pick up and/or deliver materials/equipment. Distribute materials to staff
28.39 Coordinate training in and use of instructional materials
28.40 Provide or receive instruction in operating new classroom materials/equipment
28.42 Store materials/equipment
28.43 Repair materials/equipment
28.44 Discuss/review materials and equipment ordering procedures

29.0 Confer with pupil to validate his learner objectives
29.1 Take and report inventory on state text books
29.2 Take inventory on instructional testing equipment
29.3 Review case conference and information for lesson planning
29.4 Confer with staff to validate learner objectives
29.5 Confer with parent/guardian regarding child's learner objectives
29.6 Determine with parent/guardian home objectives for child
29.7 Document parent/guardian conference
29.8 Revise learner objectives according to pupil, staff, parent input
29.9 Locate and secure program literature
29.10 Attend meeting on curriculum development
29.11 Prepare and locate home instruction materials for parents
29.12 Review information, materials from in-service meeting
29.13 Prepare individual lesson plans including objectives, methods and materials
29.14 Discuss daily lesson plans with other staff. Revise plan according to staff feedback
29.15 Secure approval from parents regarding class activities, if necessary
29.16 Layout and organize class materials/equipment
29.17 Copy literature for preparation of instructional dittos, etc.
29.18 Prepare instructional dittos, handouts, etc.
29.19 Arrange and move furniture for daily class activity
29.20 Review and approve films and movies
29.21 Obtain, set-up and operate available audio visual equipment
29.22 Obtain, set-up and operate or use available instructional materials/

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28.31 Inform and/or instruct staff on the use of available materials/equipment
28.32 Conduct materials/equipment research, using catalogues
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29.19 Arrange and move furniture for daily class activity
29.20 Review and approve films and movies
29.21 Obtain, set-up and operate available audio visual equipment
29.22 Obtain, set-up and operate or use available instructional materials/equipment
29.23 Determine tasks aides or volunteers are to perform in class
29.24 Instruct aides or volunteers of program rules, their duties and of pupil learner objectives
29.25 Distribute materials to pupils for instruction

30.0 Administer program to satisfy learner objectives
20.1 Discuss and review CTA activities
30 2 Attend a CEC meeting or other organizational meetings

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

30.4	Attend general program-wide staff/program meeting and discussion(s)
30.5	Discuss county office services to schools
30.7	Prepare materials for meetings
30.11	Attend a PTA or other parent-staff meeting
30.14	Make telephone calls
30.15	Receive telephone calls, and read messages
30.17	Prepare and proof dittos and make copies
30.20	Proofread reports
30.21	Read or prepare mail, envelopes, stamps, send out
30.23	Prepare/make xerox, photocopies
30.24	Prepare and review administrative correspondence
30.27	Prepare miscellaneous materials and attend/discuss miscellaneous meetings
30.29	Maintain pupils' files in up-to-date fashion
31.0	**Observe pupil to supervise or monitor his activities**
31.2	Supervise playground activities
31.3	Supervise physical Ed. and/or exercises
31.4	Supervise pupil during movie, T.V. viewing
31.5	Supervise during rest periods, breaks, recess, recreational activities
31.6	Supervise pupil during testing
31.8	Supervise during class photos
31.9	Supervise token economy operations
32.0	**Instruct and supervise pupil in health skills**
32.4	Secure information regarding health requirements
32.5	Complete pupil medication forms, fill out log
32.7	Give pupil general health information and instruction regarding taking medicine
32.8	Demonstrate health care skills
32.9	Discuss health problems with pupils
32.10	Discuss weight problems of a pupil
32.11	Prepare a discussion on diet (general)
32.13	Administer or supervise taking of medication in school
32.14	Send sick child home; call parents, arrange transportation, transport
32.15	Visit parents at home regarding pupil's health
32.16	Discuss pupil foster home placement with staff
32.18	Talk to foster parents regarding taking handicapped child
32.19	Discuss/check on absent pupil, contact parent
32.20	Check on why student not in class
33.0	**Instruct and supervise pupil in attendance/promptness skills**

30.7 Prepare materials for meetings
30.11 Attend a PTA or other parent-staff meeting
30.14 Make telephone calls
30.15 Receive telephone calls, and read messages
30.17 Prepare and proof dittos and make copies
30.20 Proofread reports
30.21 Read or prepare mail, envelopes, stamps, send out
30.23 Prepare/make xerox, photocopies
30.24 Prepare and review administrative correspondence
30.27 Prepare miscellaneous materials and attend/discuss miscellaneous meetings
30.29 Maintain pupils' files in up-to-date fashion

31.0 Observe pupil to supervise or monitor his activities
31.2 Supervise playground activities
31.3 Supervise physical Ed. and/or exercises
31.4 Supervise pupil during movie, T.V. viewing
31.5 Supervise during rest periods, breaks, recess, recreational activities
31.6 Supervise pupil during testing
31.8 Supervise during class photos
31.9 Supervise token economy operations

32.0 Instruct and supervise pupil in health skills
32.4 Secure information regarding health requirements
32.5 Complete pupil medication forms, fill out log
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32.16 Discuss pupil foster home placement with staff
32.18 Talk to foster parents regarding taking handicapped child
32.19 Discuss/check on absent pupil, contact parent
32.20 Check on why student not in class

33.0 Instruct and supervise pupil in attendance/promptness skills

34.0 Instruct and supervise pupil in feeding/eating skills
34.2 Administer and plan meal (e.g. hot lunch) or food program
34.3 Order and prepare lunches (lay out food)

35.0 Instruct and supervise pupil in drinking skills

36.0 Instruct and supervise pupil in toileting skills

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

37.0 **Instruct and supervise pupil in grooming skills.**
37.1 Prepare discussion on grooming and diet

38.0 **Instruct and supervise pupil in dressing skills**

39.0 **Instruct and supervise pupil in undressing skills**

40.0 **Instruct and supervise pupil in nasal hygiene skills**

41.0 **Instruct and supervise pupil in oral hygiene**
41.2 Examine pupil to determine dental care needs

42.0 **Instruct and supervise pupil in self-identification**

43.0 **Instruct and supervise pupil in sensory perception**

44.0 **Instruct and supervise pupil in auditory perception skills**
44.10 Review hearing tests results
44.11 Discuss hearing problems with staff, parent/guardian
44.12 Determine need for audio. testing if different than regularly required and scheduled testing
44.14 Contact the nurse or audiometrist regarding hearing testing and information

45.0 **Instruct and supervise pupil in Visual Motor I skills**
45.6 Give eye tests to pupils using Snellen chart or other method
45.7 Discuss visual problem with parent/guardian, pupil, staff

46.0 **Instruct and supervise pupil in Visual Motor II skills**

47.0 **Instruct and supervise pupil in Gross Motor I skills**
47.1 Discuss physical therapy program at school with staff using BCP objectives as basis

48.0 **Instruct and supervise pupil in Gross Motor II skills**

49.0 **Instruct and supervise pupil in pre-articulation skills**

50.0 **Instruct and supervise pupil in articulation skills**
50.1 Discuss tongue movement and position (demonstrate) with student, parents, staff
50.2 Discuss with pupil and parents the pupil's

Prepare discussion on grooming and diet

38.0 **Instruct and supervise pupil in dressing skills**

39.0 **Instruct and supervise pupil in undressing skills**

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48.0 **Instruct and supervise pupil in Gross Motor II skills**

49.0 **Instruct and supervise pupil in pre-articulation skills**

50.0 **Instruct and supervise pupil in articulation skills**
50.1 Discuss tongue movement and position (demonstrate) with student, parents, staff
50.2 Discuss with pupil and parents the pupil's articulation problem, using BCP for reference.

51.0 **Instruct and supervise pupil in language comprehension skills**

52.0 **Instruct and supervise pupil in language development skills**
52.1 Review history of child's language development and behavioral problems, including the BCP
52.2 Review speech and language test/records and BCP speech strands regarding pupil needs.

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

52.3 Discuss child's referral for speech therapy (need) with parents, using BCP as reference
52.4 Discuss/define speech and language therapy objectives for child with staff, parents
52.5 Conduct a parent conference regarding speech and language development using BCP as reference
52.7 Discuss with teacher speech correction methods used in classroom. Relate method to specific objectives
52.9 Provide speech and language stimulation and therapy to a pupil.
52.10 Provide speech and language therapy to a group of pupils
52.12 Prepare speech and language evaluations using BCP for reference
52.14 Present new speech/therapy case to ARD committee. Use BCP strands

53.0 Instruct and supervise pupil in listening skills

54.0 Instruct and supervise pupil in adaptive behavior skills
54.1 Check on/observe new pupil's adjustment to class
54.2 Check on pupil studying out of class

55.0 Instruct and supervise pupil in impulse control skills
55.2 Determine counseling needs with parents/staff
55.3 Discuss parent/student problems with social and community worker.
55.4 Discuss suspension of pupil with staff, parents, pupil
55.5 Confer with parents on readmission of suspended pupil
55.6 Discuss pupil behavior at home with parent/guardian (home visit)
55.7 Calm, settle down children
55.8 Discuss problems affecting behavior with pupil(s)
55.9 Discuss the problems of the day (gripes) with pupil
55.12 Discuss behavior modification techniques with staff
55.13 Plan disciplinary procedures to be used in program and/or class
55.14 Prepare isolation area for student
55.15 Control pupil problem behaviors and acting out
55.16 Control/settle argument/fight between pupils
55.17 Send pupil to office (outside/home) to control behavior
55.19 Confer with psychologist, nurse, therapist regarding parent counseling
55.20 Set up a meeting for home visit
55.21 Discuss classroom behavior of a pupil with parents
55.22 Visit home to discuss pupil's return to school with parent

56.0 Instruct and supervise pupil in interpersonal relations skills

using BCP as reference

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55.17 Send pupil to office (outside/home) to control behavior

55.19 Confer with psychologist, nurse, therapist regarding parent counseling

55.20 Set up a meeting for home visit

55.21 Discuss classroom behavior of a pupil with parents

55.22 Visit home to discuss pupil's return to school with parent

56.0 Instruct and supervise pupil in interpersonal relations skills

57.0 Instruct and supervise pupil in responsible behaviors skills

57.1 Instruct and supervise pupil in planning own educational or work program

58.0 Instruct and supervise pupil in personal welfare skills

58.1 Attend a Red Cross first aid meeting

59.0 Instruct and supervise pupil in self-confidence skills

59.1 Soothe/comfort pupil who is distressed

59.2 Discuss pupil's new class experience with parent and/or student

59.3 Counsel pupil about problems with parents at home

Position Description for TEACHER (T) Page 7 of 10

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

59.4 Discuss a personal topic with a pupil, including health

60.0 Instruct and supervise pupil in honesty skills

61.0 Instruct and supervise pupil in social speech skills

62.0 Instruct and supervise pupil in social eating skills
62.1 Discuss pupil's diet with staff

63.0 Instruct and supervise pupil in attention span skills

64.0 Instruct and supervise pupil in task completion skills
64.1 Instruct in behaviors required for efficient test taking

65.0 Instruct and supervise pupil in reading skills
65.2 Test applied phonics skills

66.0 Instruct and supervise pupil in math skills

67.0 Instruct and supervise pupil in practical math skills

68.0 Instruct and supervise pupil in writing skills

69.0 Instruct and supervise pupil in spelling skills

70.0 Instruct and supervise pupil in reasoning skills

71.0 Instruct and supervise pupil in music and rhythm skills

72.0 Instruct and supervise pupil in art and crafts skills

73.0 Instruct and supervise pupil in pre-vocational skills

74.0 Instruct and supervise pupil in kitchen skills.

75.0 Instruct and supervise pupil in homemaking skills.

76.0 Instruct and supervise pupil in outdoor mobility skills

78.0 Instruct and supervise pupil in office skills (typing, adding machine)

60.0 **Instruct and supervise pupil in honesty skills**

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73.0 **Instruct and supervise pupil in pre-vocational skills**

74.0 **Instruct and supervise pupil in kitchen skills.**

75.0 **Instruct and supervise pupil in homemaking skills.**

76.0 **Instruct and supervise pupil in outdoor mobility skills**

78.0 **Instruct and supervise pupil in office skills (typing, adding machine)**

80.0 **Instruct and supervise pupil in sex education**
80.2 Schedule parent meetings to discuss sex education program
80.3 Meet with parents to discuss sex education program

82.2 Discuss care and feeding of animals
82.3 Care for class pets

85.0 **Instruct and supervise pupil in the safe use of tools**

86.0 **Instruct and supervise pupil in use and care of audio-visual equipment**

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

89.0	**Instruct and supervise pupil in current events**
90.9	Instruct and supervise pupil in free time activities and use of free time
91.0	**Instruct and supervise pupil in English, grammar and composition**
92.0	**Instruct and supervise pupil in science (biological, chemical, physical)**
93.0	**Instruct and supervise pupil in social sciences**
94.0	**Instruct and supervise pupil in foreign languages**
97.0	**Instruct and supervise pupil in adjusting braces and orthopedic equipment, using wheelchait**
97.1	Determine orthopedic equipment needs
99.0	**Instruct and supervise in sign language.**
100.0	**Instruct and supervise in adjusting hearing aid**
101.0	**Carry out follow-up activities as recommended by case conference and A&D Committee**
101.3	Review case files before a staff meeting
101.5	Review a case file prior to evaluation
101.6	Discuss pupil's follow-up test/evaluation results with staff, parents
102.0	**Observe pupil to determine progress toward learner objectives**
102.1	Review and evaluate pupil observation tool (BCP) to ensure efficacy or pertinency
102.2	Review previous learner objectives for each pupil
102.3	Up-date BCP chart learner objectives worksheet to reflect pupil progress
102.4	File recorded class observations (BCP) for follow-up data
102-104.1	Keep records of success or failure of methods, materials used
102-104.2	Determine new learner objectives for pupil. Estimate date of attainment.
102-104.3	Discuss new learner objectives with staff
102-104.4	Record new learner objectives and place on BCP
102-104.6	Send reports to parents regarding pupil progress
102-104.7	Determine necessary methods and materials to attain new objectives

90.9 Instruct and supervise pupil in free time activities and use of free time

91.0 Instruct and supervise pupil in English, grammar and composition

92.0 Instruct and supervise pupil in science (biological, chemical, physical)

93.0 Instruct and supervise pupil in social sciences

94.0 Instruct and supervise pupil in foreign languages

97.0 Instruct and supervise pupil in adjusting braces and orthopedic equipment, using wheelchair
97.1 Determine orthopedic equipment needs

99.0 Instruct and supervise in sign language.

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102-104.2 Determine new learner objectives for pupil. Estimate date of attainment.
102-104.3 Discuss new learner objectives with staff
102-104.4 Record new learner objectives and place on BCP
102-104.6 Send reports to parents regarding pupil progress
102-104.7 Determine necessary methods and materials to attain new objectives
102-104.8 Secure necessary materials to attain new objectives
102-104.9 Determine necessary staff to attain new objectives
102-104.10 Prepare request for special tutoring or instruction
102-104.12 Review pupil progress daily for class planning
102-104.13 Review daily activities plan. Revise if necessary
102-104.14 Repeat observations and objectives determination throughout schooling of pupil.
102-104.15 Prepare and type progress report on attainment of learner objectives for each child.
102-104.16 Fill out pupil evaluation report for parents to sign

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

102-104.17	Contact parents at home regarding pupil progress
102-104.18	Prepare for and set-up parent conference on pupil progress
102-104.19	Conduct parent conference regarding pupil progress
102-104.20	Prepare and type a parent conference report
102-104.21	Review and file a parent conference report
102-104.22	Discuss parent conference with staff
102-104.23	Prepare and type progress reports of learner objectives for each program.
102-104.25	Review progress reports for programs, schools, districts, etc.
103.0	**Distribute homework assignments and tests to pupil to determine progress toward learner objectives**
103.1	Review and evaluate pupil assignments and tests to ensure efficacy or pertinency
103.2	Instruct pupil how to complete homework and tests
103.3	Collect homework assignments, tests from pupil
103.4	Score and return homework and tests to pupil
103.5	Record scores and determine whether learner objectives were met
104.0	**Confer with pupil to determine progress toward learner objectives**
104.3	Discuss progress (tests etc.) with pupil--areas to improve
104.4	Discuss and explain evaluation of pupil's class work with pupil, parents
104.5	Discuss possible revised objectives with pupil, parents
105.0	**Evaluate pupil progress per staff member**
105.2	Review parent complaints and observations and discuss with staff
105.3	Review student records to determine why he left program
105.7	Discuss pupil progress in a staff meeting
105.9	Evaluate own personal work
105.10	Make appointments for class observations
105.11	Visit a class/program for general observation and evaluation
105.12	Gather materials necessary for a personnel evaluation
105.14	Evaluate personnel
105.18	Determine whether in-service is necessary for current staff to attain learner objectives
105.19	Go to: In-service (See 20.0)
105.23	Terminate position
105.24	Conduct grievance meetings
105.25	Determine whether new staff is necessary to attain learner objectives
105.26	Go to: Hire new staff (See 21.0)

102-104.17 Contact parents at home regarding pupil progress
102-104.18 Prepare for and set-up parent conference on pupil progress
102-104.19 Conduct parent conference regarding pupil progress
102-104.20 Prepare and type a parent conference report
102-104.21 Review and file a parent conference report
102-104.22 Discuss parent conference with staff
102-104.23 Prepare and type progress reports of learner objectives for each program.
102-104.25 Review progress reports for programs, schools, districts, etc.

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103.4 Score and return homework and tests to pupil
103.5 Record scores and determine whether learner objectives were met

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105.18 Determine whether in-service is necessary for current staff to attain learner objectives
105.19 Go to: In-service (See 20.0)
105.23 Terminate position
105.24 Conduct grievance meetings
105.25 Determine whether new staff is necessary to attain learner objectives
105.26 Go to: Hire new staff (See 21.0)

106.0 Evaluate pupil's progress per program
106.2 Discuss program planning and evaluation with staff and administrators
106.4 Review program evaluation instruments
106.5 Compare pupil's progress reports to program goals
106.6 Determine if programs met program goals
106.7 Prepare a program evaluation report
106.9 Determine necessary program changes based on program evaluation
106.10 Discuss transferring program out of district
106.11 Discuss and prepare new program goal and objectives with staff

Program: Duncan Holbert (orthopedically handicapped)

Task # and Description

106.12	Prepare and distribute a report on new program goals and objectives
106.13	Revise program to better meet pupil needs, including increasing the number of staff positions
106.18	Write program policy statements and procedures
106.19	Review/prepare applications to open new class/program
106.20	Plan and implement new methods, materials to improve program attainment of learner objectives
106.21	Discuss/plan summer school program
106.23	Discuss central/county office services to schools
106.25	Plan/participate in a program/project audit
106.26	Discuss/prepare proposal, schedules, reports for special projects.
106.28	Develop new program to meet pupil needs
106.29	Establish community volunteer workshops and on-site training program(s) for working with exceptional children
106.33	Attend an end-of-the-year evaluation committee meeting to discuss changes, procedures, problems
107.0	**Budget necessary resources to support program satisfying pupil needs**
107.1	Compare budget expenditures with program progress
107.2	Determine if budget is appropriate to program progress
107.3	Revise or maintain budget
107.9	Review budget revision procedures with administrators
107.11	Transfer funds/budget items/categories
108.0	**Prepare pupils to go home -- coats, lunch boxes**
111.2	Prepare and check mileage claims

Job Description, ADMINISTRATOR (A), Juvenile Hall page 1 of 3

Person: Bob

Task # and Description

8-17.25 Discuss available programs/schools with staff.
8-17.31 Discuss & determine tentative BCP learner objectives for child based on diagnostic test results.
20.1 Discuss/plan for in-service with training experts, staff, administrators.
20.3 Prepare report re: staff in-service needs, including therapists.
20.5 Get approval for in-service training. Set up/plan budget.
20.7 Discuss, plan, confirm and schedule in-service with staff and administrators.
20.9 Arrange for in-service training workshop(s) to be set up in county.
20.11 Apply for participation in in-service training (workshop, visitation, etc.)
20.13 Prepare and read materials for in-service (workshop, visitation, etc.).
20.15 Travel/drive to scheduled meeting.
20.17 Attend/conduct and/or participate in in-service workshops, visit, etc.
20.19 Present materials at in-service meetings.
20.21 Disseminate materials/methods/information at in-service meetings.
20.23 Document and discuss with others ideas presented at in-service meetings.
20.25 Administer/supervise in-service (workshops, visitation, etc.).
20.27 Evaluate in-service training.
20.29 Prepare billings for in-service training.
20.31 Read general and professional literature on Education Code, education, first aid, etc. to maintain professional competence.
20.33 Attend professional meeting(s) to maintain professional competence.

20.37 Discuss legislation and code regulations with staff.
20.39 Obtain approval and meet with a volunteer to discuss program.
20.41 Discuss other programs/schools with staff for staff placement and curriculum suggestions.
20.43 Train or explain procedures to volunteers re: program.

21.0 Observe pupil's needs to determine additional staffing requirements and prepare preliminary budget.
21.1 Coordinate/plan staff work assignments.
21.3 Prepare work assignment schedule.
21.5 Prepare a report/request for additional personnel.
21.7 Discuss hiring needs with staff, e.g. teachers, aides, psychologists, etc.
21.9 Review and discuss salary survey and schedule.
21.11 Interview job applicants.
21.17 Hire consultants.
21.19 Discuss program procedures and services available to staff.
21.21 Discuss retirement program with supervisor and staff.
21.23 Conduct orientation for new staff.
21.25 Attend meeting on employer/employee relations.
21.27 Discuss personnel problems with staff.
21.29 Counsel staff member regarding personal problems.
21.37 Discuss departures from work, working hours for illness, personal business.
21.39 Locate and arrange for substitutes to cover staff absence.
21.47 Review and approve time sheets.

20.7 Discuss, plan, confirm and schedule in-service with staff and administrators.
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21.25 Attend meeting on employer/employee relations.
21.27 Discuss personnel problems with staff.
21.29 Counsel staff member regarding personal problems.
21.37 Discuss departures from work, working hours for illness, personal business.
21.39 Locate and arrange for substitutes to cover staff absence.
21.47 Review and approve time sheets.

22.4 Inspect facility and grounds.
22.2 Prepare a status report on building and grounds.
22.7 Plan (or participate in planning) use of new and existing buildings and facilities.
22.9 Discuss and arrange for installation of safety equipment.
22.11 Discuss/prepare rental agreements, problems.
22.21 Attend meeting regarding building maintenance.
22.27 Prepare request re: building repair and maintenance.

Job Description, ADMINISTRATOR (A), Juvenile Hall

Person· Bob

Task # and Description

28.7	Attend staff meeting to confer on learner objectives for the pupil.
28.9	Meet with consultants re: goals and objectives.
28.47	Coordinate the installation of available materials/equipment.
28.75	Discuss/review materials equipment ordering procedures.
29.9	Locate and secure program literature.
29.11	Attend meeting on curriculum development.
29.15	Review information, materials from in-service meeting.
29.37	Determine tasks aides or volunteers are to perform in class.
29.39	Instruct aides or volunteers on program rules, their duties and on pupil learner objectives.
30.24	Discuss and review CTA activities.
30.22	Attend a CEC meeting or other organizational meetings.
30.18	Attend general program-wide staff/program meeting and discussion(s).
30.16	Discuss county office services to schools.
30.12	Prepare materials for meetings.
30.1	Make telephone calls.
30.3	Receive telephone calls and read messages.
30.13	Proofread reports.
30.15	Read or prepare mail, envelopes, stamps, send out.
30.21	Read/prepare administrative correspondence.
30.23	Route correspondence to staff.
102-104.15	Secure necessary materials to attain new objectives.
102-104.17	Determine necessary staff to attain new objectives.
102-104.19	Prepare request for special tutoring or instruction.
102-104.21	Refer request for special tutoring to appropriate personnel.
102-104.25	Review daily activities plan. Revise if necessary.
105.14	Meet with program staff to discuss program, students' needs.
105.6	Review staff activity log/briefing file for staff activities re pupils, parents.
105.4	Talk with staff to build rapport and discuss needs and problems.
105.3	Make appointments for class observations.
105.5	Visit a class/program for general observation and evaluation.
105.7	Discuss personnel evaluation activities with staff.
105.9	Gather materials necessary for a personnel evaluation.
105.11	Review a personnel evaluation committee report.
105.13	Evaluate personnel.
105.15	Prepare personnel evaluation.
105.17	Distribute personnel evaluation and discuss with staff.
105.19	Determine whether in-service is necessary for current staff to attain learner

28.75 Discuss/review materials equipment ordering procedures.

29.9 Locate and secure program literature.
29.11 Attend meeting on curriculum development.
29.15 Review information, materials from in-service meeting.
29.37 Determine tasks aides or volunteers are to perform in class.
29.39 Instruct aides or volunteers on program rules, their duties and on pupil learner objectives.

30.24 Discuss and review CTA activities.
30.22 Attend a CEC meeting or other organizational meetings.
30.18 Attend general program-wide staff/program meeting and discussion(s).
30.16 Discuss county office services to schools.
30.12 Prepare materials for meetings.
30.1 Make telephone calls.
30.3 Receive telephone calls and read messages.
30.13 Proofread reports.
30.15 Read or prepare mail, envelopes, stamps, send out.
30.21 Read/prepare administrative correspondence.
30.23 Route correspondence to staff.

102-104.15 Secure necessary materials to attain new objectives.
102-104.17 Determine necessary staff to attain new objectives.
102-104.19 Prepare request for special tutoring or instruction.
102-104.21 Refer request for special tutoring to appropriate personnel.
102-104.25 Review daily activities plan. Revise if necessary.

105.14 Meet with program staff to discuss program, students' needs.
105.6 Review staff activity log/briefing file for staff activities re pupils, parents.
105.4 Talk with staff to build rapport and discuss needs and problems.
105.3 Make appointments for class observations.
105.5 Visit a class/program for general observation and evaluation.
105.7 Discuss personnel evaluation activities with staff.
105.9 Gather materials necessary for a personnel evaluation.
105.11 Review a personnel evaluation committee report.
105.13 Evaluate personnel.
105.15 Prepare personnel evaluation.
105.17 Distribute personnel evaluation and discuss with staff.
105.19 Determine whether in-service is necessary for current staff to attain learner objectives.
105.23 Determine if a transfer of staff is necessary to attain learner objectives.
105.25 Discuss transferring staff with staff.
105.29 Terminate position.
105.31 Conduct grievance meetings.
105.33 Determine whether new staff is necessary to attain learner objectives.

106.0 Evaluate pupil's progress per program.
106.8 Discuss administrative procedures and problems with staff.
106.6 Discuss program planning and evaluation with staff and administrators.
106.4 Attend meetings re: long term program planning.
106.2 Review program evaluation instruments.

Job Description, ADMINISTRATOR (A)   Juvenile Hall   page 3 of3

Person: Bob

Task # and Description

106.1 Compare pupil's progress reports to program goals.
106.3 Determine if programs met program goals.
106.5 Prepare a program evaluation report.
106.7 Distribute program evaluation.
106.9 Determine necessary program changes based on program evaluation.
106.13 Discuss and prepare new program goal and objectives with staff.
106.15 Prepare and distribute a report on new program goals and objectives.
106.17 Revise program to better meet pupil needs, including increasing the number of staff positions.
106.19 Prepare program revision report for board approval.
106.21 Prepare new program guidelines based on program goals.
106.23 Review materials prior to Board presentation.
106.25 Report or make presentation to Board about new program or current program status.
106.27 Write program policy statements and procedures.
106.29 Review/prepare applications to open new class/program.
106.31 Plan and implement new methods, materials to improve program attainment of learner objectives.

106.43 Discuss/prepare proposal, schedules, reports for special projects.
106.55 Discuss management techniques with administrator.
106.57 Attend an end-of-the-year evaluation committee meeting to discuss changes, procedures, problems.

107.0 Budget necessary resources to support program satisfying pupil needs.
107.6 Compare budget expenditures with program progress.
107.4 Determine if budget is appropriate to program progress.
107.2 Revise or maintain budget.
107.1 Check on funding availability for a project/program.
107.3 Review/discuss budget and program planning with administrator, Board members.
107.5 Complete a program budget summary.
107.7 Prepare a program budget report for Board approval.
107.9 Discuss expenditures and program budget with administrators and staff.
107.11 Review budget revision procedures with administrators.
107.13 Review a budget revision request.
107.15 Transfer funds/budget items/categories.
107.17 Review procedures and complete annual district statistical report.

Job Description, TEACHER (T), TMR, Calabasas & Natural Bridges page 1 of 7

Person: Gary

Task # and Description

* = duties also performed as Head Teacher
2.3 Relate home observations to BCP.

3.2 Relate classroom observations to BCP

4.9 Discuss testing methods with psychologist, therapist, doctor.
8-17.36 Recommend follow-up activities such as future testing, counseling and case review (See 101.0).

19.0 Enroll pupil in appropriate program; place name on class register.
19.4 Prepare/pick up class lists and review new placement files.

20.6 Apply for participation in in-service training (workshop, visitation, conference, etc.)
20.7 Prepare and read materials for in-service (workshop, visitation, etc.)
20.8 Travel/drive to scheduled meeting.
20.9 Attend/conduct and/or participate in in-service workshops, visitation, etc.
20.12 Document and discuss with others, ideas presented at in-service meetings.
* 20.16 Read general and professional literature on Education Code, education, first aid, etc. to maintain professional competence.
* 20.17 Attend professional meeting(s) to maintain professional competence.
* 20.22 Train or explain procedures to volunteers regarding program.

* **21.0 Observe pupil's needs to determine additional staffing requirements and prepare preliminary budget.**
* 21.1 Coordinate/plan staff work assignments.
21.5 Review and discuss salary survey and schedule.
* 21.6 Interview job applicants.
* 21.13 Attend meeting on employer/employee relations.
* 21.14 Discuss personnel problems with staff.
* 21.20 Locate and arrange for substitutes to cover staff absence.
21.21 Organize materials for substitute(s).
* 21.23 Complete, compute and submit time sheets, absence reports.

26.4 Wait for bus arrival.

27.3 Prepare list of pupil names.
27.4 Prepare and keep class lists.
27.7 Check daily register and attendance reports.
27.11 Take lunch count. Collect and count lunch and/or milk money, keep records.
27.12 Maintain pupil records in cum folder.

28.11 Meet with consultants regarding goals and objectives

4.9 Discuss testing methods with psychologist, therapist, doctor.
8-17.36 Recommend follow-up activities such as future testing, counseling and case review (See 101.0).

19.0 Enroll pupil in appropriate program; place name on class register.
19.4 Prepare/pick up class lists and review new placement files.

20.6 Apply for participation in in-service training (workshop, visitation, conference, etc.)
20.7 Prepare and read materials for in-service (workshop, visitation, etc.)
20.8 Travel/drive to scheduled meeting.
20.9 Attend/conduct and/or participate in in-service workshops, visitation, etc.
20.12 Document and discuss with others, ideas presented at in-service meetings.
*20.16 Read general and professional literature on Education Code, education, first aid, etc. to maintain professional competence.
*20.17 Attend professional meeting(s) to maintain professional competence.
*20.22 Train or explain procedures to volunteers regarding program.

***21.0 Observe pupil's needs to determine additional staffing requirements and prepare preliminary budget.**
*21.1 Coordinate/plan staff work assignments.
21.5 Review and discuss salary survey and schedule.
*21.6 Interview job applicants.
*21.13 Attend meeting on employer/employee relations.
*21.14 Discuss personnel problems with staff.
*21.20 Locate and arrange for substitutes to cover staff absence.
21.21 Organize materials for substitute(s).
*21.23 Complete, compute and submit time sheets, absence reports.

26.4 Wait for bus arrival.

27.3 Prepare list of pupil names.
27.4 Prepare and keep class lists.
27.7 Check daily register and attendance reports.
27.11 Take lunch count. Collect and count lunch and/or milk money, keep records.
27.12 Maintain pupil records in cum folder.

28.11 Meet with consultants regarding goals and objectives.
28.13 Determine learner objectives for pupil.
28.14 Display learner objectives on BCP chart.
28.17 Distribute learner objectives worksheets to appropriate places/persons.
28.19 Determine which instructional method is most compatible with materials, resources, persons.
28.21 Discuss therapy or instructional rationale, methods with child, parents.
28.22 Discuss need for home therapy or instruction for a child with parents using BCP objectives as basis.
*28.23 Evaluate materials/equipment. Choose most appropriate ones.

Person: Gary

Task # and Description

* = duties also performed as Head Teacher

28.27 Work on a research project to develop new methods, materials. Review work on lesson development (Santa Clara Project).
28.41 Set up materials/equipment storage.
28.42 Store materials/equipment.
28.43 Repair materials/equipment.

29.0 Confer with pupil to validate his learner objectives.
29.5 Confer with parent/guardian regarding child's learner objectives.
29.6 Determine with parent/guardian home objectives for child.
29.7 Document parent/guardian conference.
29.8 Revise learner objectives according to pupil, staff, parent input.
29.10 Attend meeting on curriculum development.
29.11 Prepare and locate home instruction materials for parents.
29.13 Prepare individual lesson plans including objectives, methods, and materials.
29.14 Discuss daily lesson plans with other staff. Revise plan according to staff feedback.
29.15 Secure approval from parents regarding class activities, if necessary.
29.16 Lay out and organize class materials/equipment.
29.19 Arrange and move furniture for daily class activity.
29.20 Review and approve films and movies.
29.21 Obtain, set up and operate available audio visual equipment.
*29.23 Determine tasks aides or volunteers are to perform in class.
29.25 Distribute materials to pupils for instruction.

30.1 Discuss and review CTA activities.
30.2 Attend a CEC meeting or other organizational meetings.
*30.4 Attend general program-wide staff/program meeting and discussion(s).
*30.9 Take minutes for a meeting.
*30.11 Attend a PTA meeting or other parent-staff meeting.
*30.14 Make telephone calls.
*30.15 Receive telephone calls and read messages.
*30.16 Log and account for calls on monthly reports.
30.20 Proofread reports.
30.28 Keep pupils' files up to date.

31.0 Observe pupil to supervise or monitor his activities.
*31.2 Supervise playground activities.
31.3 Supervise physical education and/or exercises.
31.4 Supervise pupil during movie, TV viewing.
31.5 Supervise during rest periods, breaks, recess, recreational activities.
31.8 Supervise during class photos.
*31.10 Arrange for and supervise field trips which accomplish learner objectives.

28.41 Set up materials/equipment storage.
28.42 Store materials/equipment.
28.43 Repair materials/equipment.

29.0 Confer with pupil to validate his learner objectives.
29.5 Confer with parent/guardian regarding child's learner objectives.
29.6 Determine with parent/guardian home objectives for child.
29.7 Document parent/guardian conference.
29.8 Revise learner objectives according to pupil, staff, parent input.
29.10 Attend meeting on curriculum development.
29.11 Prepare and locate home instruction materials for parents.
29.13 Prepare individual lesson plans including objectives, methods, and materials.
29.14 Discuss daily lesson plans with other staff. Revise plan according to staff feedback.
29.15 Secure approval from parents regarding class activities, if necessary.
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29.19 Arrange and move furniture for daily class activity.
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29.21 Obtain, set up and operate available audio visual equipment.
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29.25 Distribute materials to pupils for instruction.

30.1 Discuss and review CTA activities.
30.2 Attend a CEC meeting or other organizational meetings.
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*30.9 Take minutes for a meeting.
*30.11 Attend a PTA meeting or other parent-staff meeting.
*30.14 Make telephone calls.
*30.15 Receive telephone calls and read messages.
*30.16 Log and account for calls on monthly reports.
30.20 Proofread reports.
30.28 Keep pupils' files up to date.

31.0 Observe pupil to supervise or monitor his activities.
*31.2 Supervise playground activities.
31.3 Supervise physical education and/or exercises.
31.4 Supervise pupil during movie, TV viewing.
31.5 Supervise during rest periods, breaks, recess, recreational activities.
31.8 Supervise during class photos.
*31.10 Arrange for and supervise field trips which accomplish learner objectives.

32.0 Instruct and supervise pupil in health skills.
32.2 Review medical records.
32.10 Discuss weight problems of a pupil.
32.14 Send sick child home; call parents, arrange transportation.
32.16 Discuss pupil foster home placement with staff.
32.19 Discuss/check on absent pupil; contact parent.
32.21 Check on why student not in class.

33.0 Instruct and supervise pupil in attendance/promptness skills.

34.0 Instruct and supervise pupil in feeding/eating skills.

Job Description, TEACHER (T), TMR, Calabasas & Natural Bridges

Person: Gary

Task # and Description

34.2 Administer and plan meal (e.g. hot lunch) or food program.

35.0 Instruct and supervise pupil in drinking skills.

36.0 Instruct and supervise pupil in toileting skills.

37.0 Instruct and supervise pupil in grooming skills.
37.2 Wash and clean pupils' clothing.

38.0 Instruct and supervise pupil in dressing skills.

39.0 Instruct and supervise pupil in undressing skills.

40.0 Instruct and supervise pupil in nasal hygiene skills.

41.0 Instruct and supervise pupil in oral hygiene.
41.2 Examine pupil to determine dental care needs.

42.0 Instruct and supervise pupil in self-identification.

43.0 Instruct and supervise pupil in sensory perception.

44.0 Instruct and supervise pupil in auditory perception skills.
44.10 Review hearing test results.
44.11 Discuss hearing problems with staff, parent/guardian.
44.13 Refer pupil(s) for hearing screening.

45.0 Instruct and supervise pupil in Visual Motor I skills.
45.2 Give eye examination instructions to pupil.
45.4 Prepare papers regarding eye exam and distribute to appropriate staff.
45.6 Give eye tests to pupils using Snellen chart or other method.

46.0 Instruct and supervise pupil in Visual Motor II skills.
47.0 Instruct and supervise pupil in Gross Motor I skills.

48.0 Instruct and supervise pupil in Gross Motor II skills.

50.0 Instruct and supervise pupil in articulation skills.

51.0 Instruct and supervise pupil in language comprehension skills.

52.0 Instruct and supervise pupil in language development skills.

35.0 Instruct and supervise pupil in drinking skills.

36.0 Instruct and supervise pupil in toileting skills.

37.0 Instruct and supervise pupil in grooming skills.
37.2 Wash and clean pupils' clothing.

38.0 Instruct and supervise pupil in dressing skills.

39.0 Instruct and supervise pupil in undressing skills.

40.0 Instruct and supervise pupil in nasal hygiene skills.

41.0 Instruct and supervise pupil in oral hygiene.
41.2 Examine pupil to determine dental care needs.

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46.0 Instruct and supervise pupil in Visual Motor II skills.
47.0 Instruct and supervise pupil in Gross Motor I skills.

48.0 Instruct and supervise pupil in Gross Motor II skills.

50.0 Instruct and supervise pupil in articulation skills.

51.0 Instruct and supervise pupil in language comprehension skills.

52.0 Instruct and supervise pupil in language development skills.
52.2 Review speech and language test records and BCP speech strands regarding pupil needs.
52.3 Discuss child's referral for speech therapy (need) with parents, using BCP as reference.

53.0 Instruct and supervise pupil in listening skills.

54.0 Instruct and supervisepupil in adaptive behavior skills.
54.1 Check on/observe new pupil's adjustment to class.
54.2 Check on pupil studying out of class.

55.0 Instruct and supervise pupil in impulse control skills.

Person: Gary

Task # and Description
* = duties also performed as Head Teacher
55.6 Discuss pupil behavior at home with parent/guardian (home visit)
55.7 Calm, settle down children.
55.13 Plan disciplinary procedures to be used in program and/or class.
55.15 Control pupil problem behaviors and acting out.
55.16 Control/settle argument/fight between pupils.
55.17 Send pupil to office (outside/home) to control behavior.
55.20 Set up a meeting for home visit.
55.21 Discuss classroom behavior of a pupil with parents.

56.0 Instruct and supervise pupil in interpersonal relations skills.

57.0 Instruct and supervise pupil in responsible behaviors skills.

58.0 Instruct and supervise pupil in personal welfare skills.
58.2 Supervise fire drill.
* 58.3 Discuss the safety of children with staff.
59.0 Instruct and supervise pupil in self-confidence skills.
59.4 Discuss a personal topic with a pupil, including health.

60.0 Instruct and supervise pupil in honesty skills.

61.0 Instruct and supervise pupil in social speech skills.

62.0 Instruct and supervise pupil in social eating skills.
62.1 Discuss pupil's diet with staff.

63.0 Instruct and supervise pupil in attention span skills.

64.0 Instruct and supervise pupil in task completion skills.

67.0 Instruct and supervise pupil in practical math skills.

70.0 Instruct and supervise pupil in reasoning skills.

72.0 Instruct and supervise pupil in art and crafts skills.

73.0 Instruct and supervise pupil in pre-vocational skills.
73.2 Counsel and evaluate work/behavior with pupil.

74.0 Instruct and supervise pupil in kitchen skills.

75.0 Instruct and supervise pupil in homemaking skills.

55.6 Discuss pupil behavior at home with parent/guardian (home visit.
55.7 Calm, settle down children.
55.13 Plan disciplinary procedures to be used in program and/or class.
55.15 Control pupil problem behaviors and acting out.
55.16 Control/settle argument/fight between pupils.
55.17 Send pupil to office (outside/home) to control behavior.
55.20 Set up a meeting for home visit.
55.21 Discuss classroom behavior of a pupil with parents.

56.0 Instruct and supervise pupil in interpersonal relations skills.

57.0 Instruct and supervise pupil in responsible behaviors skills.

58.0 Instruct and supervise pupil in personal welfare skills.
58.2 Supervise fire drill.
* 58.3 Discuss the safety of children with staff.
59.0 Instruct and supervise pupil in self-confidence skills.
59.4 Discuss a personal topic with a pupil, including health.

60.0 Instruct and supervise pupil in honesty skills.

61.0 Instruct and supervise pupil in social speech skills.

62.0 Instruct and supervise pupil in social eating skills.
62.1 Discuss pupil's diet with staff.

63.0 Instruct and supervise pupil in attention span skills.

64.0 Instruct and supervise pupil in task completion skills.

67.0 Instruct and supervise pupil in practical math skills.

70.0 Instruct and supervise pupil in reasoning skills.

72.0 Instruct and supervise pupil in art and crafts skills.

73.0 Instruct and supervise pupil in pre-vocational skills.
73.2 Counsel and evaluate work/behavior with pupil.

74.0 Instruct and supervise pupil in kitchen skills.

75.0 Instruct and supervise pupil in homemaking skills.

76.0 Instruct and supervise pupil in outdoor skills.

82.3 Care for class pets.

84.0 Instruct and supervise pupil in maintenance and repair of household tools/ appliances.

85.0 Instruct and supervise pupil in safe use of tools.

Task # and Description

* = duties also performed as Head Teacher

90.0 Instruct and supervise pupil in free time activities and use of free time.

101.0 Carry out follow-up activities as recommended by case conference and A & D Committee.

101.3 Review case files before a staff meeting.

102.0 Observe pupil to determine progress toward learner objectives.

102.1 Review and evaluate pupil observation tool (BCP) to ensure efficacy or pertinency.
102.3 Up-date BCP chart learner objectives worksheet to reflect pupil progress.
102-104.2 Determine hew learner objectives for pupil. Estimate date of attainment.
102-104.3 Discuss new learner objectives with staff.
102-104.4 Record new learner objectives and place on BCP.
102-104.7 Determine necessary methods and materials to attain new objectives.
102-104.8 Secure necessary materials to attain new objectives.
102-104.12 Review pupil progress daily for class planning.
102-104.13 Review daily activities plan. Revise if necessary.
102-104.14 Observe pupil and revise his objectives throughout his schooling.
102-104.17 Contact parents at home regarding pupil progress.
102-104.18 Prepare for and set up parent conference on pupil progress.
102-104.19 Conduct parent conference regarding pupil progress.
102-104.21 Review and file a parent conference report.
102-104.22 Discuss parent conference with staff.

103.5 Record scores and determine whether learner objectives were met.

105.7 Discuss pupil progress in a staff meeting.
105.9 Evaluate own personal work.
105.10 Make appointments for class observations.
105.11 Visit a class/program for general observation and evaluation.

106.3 Attend meetings regarding long-term program planning.
106.20 Plan and implement new methods, materials to improve program attainment of learner objectives.
106.21 Discuss/plan summer school program.

***107.0 Budget necessary resources to support program satisfying pupil needs.**
107.2 Determine if budget is appropriate to program progress.
107.9 Review budget revision procedures with administrators.

108.0 Prepare pupils to go home--coats, lunch boxes.

109.0 Transfer pupils from class to bus.

110.0 Load pupils onto buses, fasten seat belts, make necessary adjustments.

Person: Gary

Task # and Description

* = duties also performed as Teacher.

*20.16 Read general and professional literature on Education Code, education, first aid, etc. to maintain professional competence.
*20.17 Attend professional meeting(s' to maintain professional competence.
*20.22 Train or explain procedures to volunteers regarding program.

***21.0 Observe pupil's needs to determine additional staffing requirements and prepare preliminary budget.**

*21.1 Coordinate/plan staff work assignments.
21.4 Discuss hiring needs with staff, e.g. teachers aides, psychologists, etc.
*21.6 Interview job applicants.
*21.13 Attend meeting on employer/employee relations.
*21.14 Discuss personnel problems with staff.
21.19 Discuss departures from work, working hours, illness, personal business.
*21.20 Locate and arrange for substitutes to cover staff absence.
*21.23 Complete, compute and submit time sheets, absence reports.
21.24 Review and approve time sheets.

22.0 Observe pupil's needs to determine facilities requirements and prepare preliminary budget.

22.1 Inspect facility and grounds.
22.2 Prepare a status report on building and grounds.
22.4 Locate and inspect facility and grounds to determine if they satisfy pupil needs.
22.6 Plan (or help plan) use of new and existing buildings and facilities.
22.7 Discuss and arrange for installation of safety equipment.
22.14 Check on/note security/vandalism.
22.15 Make report on stolen equipment/materials; review procedures.
22.16 Prepare request regarding building repair and maintenance.
22.18 Clean up class, bathroom, coffee area (Provide room maintenance.)
22.19 Clean up the office, put away equipment, etc.

23.0 Tour the school facilities with a new pupil and parent.

24.0 Introduce pupil and parents to pupil's teacher and explain some of the class activities.

25.8 Discuss general transportation problems with staff, parents, administrators.

26.1 Open and lock up building (doors and windows).

27.1 Plan and organize personal daily activities.

28.0 Observe pupil behavior on BCP strands

*20.17 Attend professional meeting(s' to maintain professional competence.
*20.22 Train or explain procedures to volunteers regarding program.

***21.0 Observe pupil's needs to determine additional staffing requirements and prepare preliminary budget.**
*21.1 Coordinate/plan staff work assignments.
21.4 Discuss hiring needs with staff, e.g. teachers aides, psychologists, etc.
*21.6 Interview job applicants.
*21.13 Attend meeting on employer/employee relations.
*21.14 Discuss personnel problems with staff.
21.19 Discuss departures from work, working hours, illness, personal business.
*21.20 Locate and arrange for substitutes to cover staff absence.
*21.23 Complete, compute and submit time sheets, absence reports.
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22.1 Inspect facility and grounds.
22.2 Prepare a status report on building and grounds.
22.4 Locate and inspect facility and grounds to determine if they satisfy pupil needs.
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22.14 Check on/note security/vandalism.
22.15 Make report on stolen equipment/materials; review procedures.
22.16 Prepare request regarding building repair and maintenance.
22.18 Clean up class, bathroom, coffee area (Provide room maintenance.)
22.19 Clean up the office, put away equipment, etc.

23.0 Tour the school facilities with a new pupil and parent.

24.0 Introduce pupil and parents to pupil's teacher and explain some of the class activities.

25.8 Discuss general transportation problems with staff, parents, administrators.

26.1 Open and lock up building (doors and windows).

27.1 Plan and organize personal daily activities.

28.0 Observe pupil behavior on BCP strands.
28.6 Validate pupil placement according to behavioral characteristics.
28.20 Discuss with staff ideas on instructional materials/equipment appropriate for method chosen.
*28.23 Evaluate materials/equipment. Choose most appropriate ones.
28.25 Construct materials/equipment for use in the classroom.
28.28 Determine location of materials/equipment.
28.29 Coordinate the moving of available materials/equipment.
28.31 Inform and/or instruct staff in the use of available materials/equipment.
28.33 Check prices/secure quotes on material/equipment to be ordered.

Job Description, HEAD TEACHER (H), TMR, Calabasas & Natural Bridges page 7 of 7

Person: Gary

Task # and Description

* = duties also performed as teacher.

28.37 Purchase materials/equipment from local store.
28.38 Pick up and/or deliver materials/equipment. Distribute materials to staff.
28.44 Discuss/review materials/equipment ordering procedures.

29.1 Take and report inventory on state text books.
* 29.23 Determine tasks aides or volunteers are to perform in class.
29.24 Instruct aides or volunteers of program rules, their duties and of pupil learner objectives.

* 30.4 Attend general program-wide staff/program meeting and discussion(s).
30.7 Prepare materials for meetings.
* 30.9 Take minutes for a meeting.
* 30.11 Attend a PTA or other parent-staff meeting.
* 30.14 Make telephone calls.
* 30.15 Receive telephone calls and read messages.
* 30.16 Log and account for calls on monthly report.
30.21 Read or prepare mail, envelopes, stamps, send out.
30.25 Determine routing of mail to staff.
30.26 Distribute mail to staff.

* 31.2 Supervise playground activities.
* 31.10 Arrange for and supervise field trips which accomplish learner objectives.
31.11 Supervise tour and visiting of school facilities.

55.12 Discuss behavior modification techniques with staff.

56.1 Direct and supervise a group meeting.

* 58.3 Discuss the safety of children with staff.

105.14 Evaluate personnel.
105.24 Conduct grievance meetings.

106.22 Discuss management techniques with administrator.

* **107.0 Budget necessary resources to support program satisfying pupil needs.**

APPENDIX E

SAMPLE CATALYST CARDS

CATALYST CARDS

IDT #	MRO #	OTHER #	BCP STRAND & #
Auditory Discrimination			Auditory Perception
6.6+			13-19

ACTIVITY:

Hum or strike note on piano (e.g. middle C) and then strike note an octave higher. Ask pupils to stretch their hands high above their heads if the second note is higher than the first. Ask them to reach toward the floor if the second note is lower. Continue to strike other pairs of notes, gradually getting ones closer together.

INDIVIDUAL x	SM. GROUP (2-4) x	LG. GROUP (> 4) x	
BEGINNING	INTERMEDIATE x	ADVANCED	
1-5 MIN x	5-10 MIN	10-20 MIN	> 20 MIN

MATERIALS:

Piano

CATALYST CARDS

IDT #	MRO #	OTHER #	BCP STRAND & #
Auditory Discrimination			Auditory Perception
6.6+			13-18

ACTIVITY:

Play piano alternating loud and soft sequences. Ask pupils to stamp their feet while marching around the room when the music is loud and to tiptoe when the music is soft.

INDIVIDUAL x	SM. GROUP (2-4) x	LG. GROUP (> 4) x	
BEGINNING x	INTERMEDIATE	ADVANCED	
1-5 MIN	5-10 MIN	10-20 MIN	> 20 MIN

MATERIALS: Piano or tape of loud and soft sounds

CATALYST

IDT #	MRO #	OTHER #	BCP STRAND & #
Visual Perception	1.2.1.3		Visual Motor II
4.11		.	15-44

ACTIVITY: Cut out dominant objects from magazine pictures keeping the rest of the pictures intact. Mount the rest of the pictures on colored construction paper. Give pupil one pictured object at a time and ask him to fit it into the correct background.

CARDS

INDIVIDUAL X SM. GROUP (2-4)____ LG. GROUP (> 4)____

BEGINNING X INTERMEDIATE____ ADVANCED____

1-5 MIN____ 5-10 MIN X 10-20 MIN____ > 20 MIN____

MATERIALS:

Magazine pictures
Scissors
Colored construction paper

CATALYS

IDT #	MRO #	OTHER #	BCP STRAND & #
Eye-Hand Coordination	1.2.1.1		Reading
3.3+			34-22.29

ACTIVITY: For pupil with reversal problems. While student watches, underline the first letter of each word in a sentence or draw an arrow under the word pointing to the right (e.g. dog, jump). Ask pupil to read the sentence following the "road" signs.

ATALYST CARDS

ACTIVITY: Cut out dominant objects from magazine pictures keeping the rest of the pictures intact. Mount the rest of the pictures on colored construction paper. Give pupil one pictured object at a time and ask him to fit it into the correct background.

INDIVIDUAL X SM. GROUP (2-4)___ LG. GROUP (> 4)___

BEGINNING X INTERMEDIATE___ ADVANCED___

1-5 MIN___ 5-10 MIN X 10-20 MIN___ > 20 MIN___

MATERIALS:

Magazine pictures
Scissors
Colored construction paper

CATALYST CARDS

IDT #	MRO #	OTHER #	BCP STRAND & #
Eye-Hand Coordination	1.2.1.1		Reading
3.3+			34-22.29

ACTIVITY: For pupil with reversal problems. While student watches, underline the first letter of each word in a sentence or draw an arrow under the word pointing to the right (e.g. dog, jump). Ask pupil to read the sentence following the "road" signs.

INDIVIDUAL X SM. GROUP (2-4)___ LG. GROUP (> 4)___

BEGINNING___ INTERMEDIATE X ADVANCED___

1-5 MIN___ 5-10 MIN X 10-20 MIN___ > 20 MIN___

MATERIALS:

Chalk
Chalkboard

IDT #	MRO #	OTHER #	BCP STRAND & #
Eye-Hand Coordination	1.2.1.7		Attention Span
3.+		.	32-14,16,17

C A T A L Y S T

ACTIVITY:

Ask each pupil to choose a book to read (or look at). Ask them how long they think they can keep their eyes glued to the book without looking up. Tell pupils that you will time them for a trial run of two minutes and will ask questions at that time. Watch clock closely. At end of two minutes spot check pupils, asking questions about the material they read (or looked at). Gradually increase the amount of time. Form clubs based on maximum times (e.g. 10,15,20 minute clubs).

C A R D S

INDIVIDUAL____ SM. GROUP (2-4) X LG. GROUP (> 4)____

BEGINNING X INTERMEDIATE____ ADVANCED____

1-5 MIN X 5-10 MIN X 10-20 MIN X > 20 MIN____

MATERIALS:

Books at levels appropriate for students in class.

IDT #	MRO #	OTHER #	BCP STRAND & #
Eye-Hand Coordination	1.2.1.4		Reasoning
3.10			39-27,30,31

C A T A L Y S T

ACTIVITY:

Prepare worksheets with the following patterns on the left and blank space on the right:

-.-.-
|.|.|
o·o·o
□o□o

+oo+oo
XXOXXO

Ask pupil to continue the pattern to the right.

INDIVIDUAL X SM. GROUP (2-4) X LG. GROUP (> 4) (or look at). Ask them how long they think they can keep their eyes glued to the book without looking up. Tell pupils that you will time them for a trial run of two minutes and will ask questions at that time. Watch clock closely. At end of two minutes spot check pupils, asking questions about the material they read (or looked at). Gradually increase the amount of time. Form clubs based on maximum times (e.g. 10,15,20 minute clubs).

TALYST CARDS

INDIVIDUAL____ SM. GROUP (2-4) X LG. GROUP (> 4)____
BEGINNING X INTERMEDIATE____ ADVANCED____
1-5 MIN X 5-10 MIN X 10-20 MIN X > 20 MIN____

MATERIALS:

Books at levels appropriate for students in class.

IDT #	MRO #	OTHER #	BCP STRAND & #
Eye-Hand Coordination 3.10	1.2.1.4		Reasoning 39-27,30,31

CATALYST CARDS

ACTIVITY:

Prepare worksheets with the following patterns on the left and blank space on the right:

- — - —
1.1.1
O·O·O
□O□O

+OO+OO
XXOXXO

Ask pupil to continue the pattern to the right.

INDIVIDUAL X SM. GROUP (2-4) X LG. GROUP (> 4)____
BEGINNING X INTERMEDIATE____ ADVANCED____
1-5 MIN____ 5-10 MIN X 10-20 MIN____ > 20 MIN____

MATERIALS:

Worksheets
Pencils
Continental Press materials are good, also

CATALYST CARDS

IDT #	MRO #	OTHER #	BCP STRAND & #
~~Eye Hand Coordination~~	1.2.1.7		Task Completion
~~3.+~~			33-18,19,20,21

ACTIVITY: To motivate "slow worker" provide pupil with a timer. Have pupil decide how long it will take him to do his paper (math, language, phonics, etc.). Ask pupil to set timer and see if he can beat his estimate. Pupil can be taught to use stop watch and actually time himself. He should keep his own time-progress chart if possible.

INDIVIDUAL x **SM. GROUP (2-4)** ____ **LG. GROUP (> 4)** ____
BEGINNING ____ **INTERMEDIATE** x **ADVANCED** ____
1-5 MIN ____ **5-10 MIN** x **10-20 MIN** ____ **> 20 MIN** ____

MATERIALS: Timer or stop watch

CATALY

IDT #	MRO #	OTHER #	BCP STRAND & #
Expressing Language			Self Identification
9.12			11-16.26.27

ACTIVITY:

Play "Policeman". Have one pupil be policeman. He goes around the room and says: 'Are you lost, little girl?" Girl: "Yes, I am." Policeman: "What is your name?" Girl: (Answers full name). Policeman: "Where do you live?" Girl: (Gives address). Policeman: "What is your phone number?" If pupil answers all questions correctly he can be the policeman.

ATALYST CARDS

ACTIVITY: To motivate "slow worker" provide pupil with a timer. Have pupil decide how long it will take him to do his paper (math, language, phonics, etc.). Ask pupil to set timer and see if he can beat his estimate. Pupil can be taught to use stop watch and actually time himself. He should keep his own time-progress chart if possible.

INDIVIDUAL x SM. GROUP (2-4)____ LG. GROUP (> 4)____
BEGINNING____ INTERMEDIATE x ADVANCED____
1-5 MIN____ 5-10 MIN x 10-20 MIN____ > 20 MIN____

MATERIALS: Timer or stop watch

CATALYST CARDS

IDT #	MRO #	OTHER #	BCP STRAND & #
Expressing Language			Self Identification
9.12			11-16,26,27

ACTIVITY:

Play "Policeman". Have one pupil be policeman. He goes around the room and says: "Are you lost, little girl?" Girl: "Yes, I am." Policeman: "What is your name?" Girl: (Answers full name). Policeman: "Where do you live?" Girl: (Gives address). Policeman: "What is your phone number?" If pupil answers all questions correctly he can be the policeman.

INDIVIDUAL____ SM. GROUP (2-4) x LG. GROUP (> 4) x
BEGINNING x INTERMEDIATE____ ADVANCED____
1-5 MIN____ 5-10 MIN____ 10-20 MIN x > 20 MIN____

MATERIALS:

C A T A L Y S T

IDT # | MRO # | OTHER # | BCP STRAND & #

Visual Perception | 1.2.1.2 | | Reading
4 + | | | 34-30,40

ACTIVITY: Prepare short questionnaires about certain places around the class and school. Ask pupil to go to each place to find the answer to the questions and to write each answer in the blank next to the question (e.g. How many windows are in our classroom?, How many trees are in the front yard of the school?)

C A R D S

INDIVIDUAL ______ SM. GROUP (2-4) x ______ LG. GROUP (> 4) x ______
BEGINNING ______ INTERMEDIATE x ______ ADVANCED ______
1-5 MIN ______ 5-10 MIN ______ 10-20 MIN x ______ > 20 MIN ______

MATERIALS: Questionnaires
Pencils

C A T A L Y S T

IDT # | MRO # | OTHER # | BCP STRAND & #

Receiving Language | 1.1.1.1 | | Listening
8.6+, 8.10+ | | | 22-9,10

ACTIVITY:

Ask pupil to mark worksheet as directed on tape. Tape directions should include inside, outside, above, below, lower, upper, right, and left as locations to mark or color.

INDIVIDUAL SM. GROUP (2-4) x LG. GROUP (> 4)

A
T
A
L
Y
S
T

ACTIVITY: Prepare short questionnaires about certain places around the class and school. Ask pupil to go to each place to find the answer to the questions and to write each answer in the blank next to the question (e.g. How many windows are in our classroom?, How many trees are in the front yard of the school?)

C
A
R
D
S

INDIVIDUAL____ SM. GROUP (2-4) x LG. GROUP (> 4) x
BEGINNING____ INTERMEDIATE x ADVANCED____
1-5 MIN____ 5-10 MIN____ 10-20 MIN x >20 MIN____

MATERIALS: Questionnaires
Pencils

C
A
T
A
L
Y
S
T

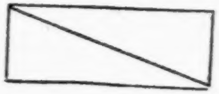
IDT #	MRO #	OTHER #	BCP STRAND & #
Receiving Language 8.6+, 8.10+	1.1.1.1		Listening 22-9,10

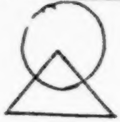
ACTIVITY: Ask pupil to mark worksheet as directed on tape. Tape directions should include inside, outside, above, below, lower, upper, right, and left as locations to mark or color.

C
A
R
D
S

INDIVIDUAL____ SM. GROUP (2-4) x LG. GROUP (> 4) x
BEGINNING____ INTERMEDIATE x ADVANCED____
1-5 MIN x 5-10 MIN____ 10-20 MIN____ >20 MIN____

MATERIALS: Worksheet with a figure such as:





Recorded tape
Tape recorder
Pencils, crayons

CATALYST

IDT #	MRO #	OTHER #	BCP STRAND & #
Receiving Language	1.1.1.1		Math
8.11+			35-12,20

ACTIVITY:

Place circles on floor in 3'x3' square. Give oral directions to pupil asking him to move to a certain numbered dot or to a dot that is one number before or after the number given.

① ② ③
④ ⑤ ⑥
⑦ ⑧ ⑨

CARDS

INDIVIDUAL x SM. GROUP (2-4) x LG. GROUP (> 4)
BEGINNING INTERMEDIATE x ADVANCED
1-5 MIN 5-10 MIN x 10-20 MIN > 20 MIN

MATERIALS: Large circles numbered from 1 to 9

CATALYST

IDT #	MRO #	OTHER #	BCP STRAND & #
Eye-Hand Coordination	1.2.4		Writing
3.10			37-25

ACTIVITY:

Prepare a worksheet of the letters of the alphabet done in dots. Place a green dot where the letter begins and a red dot where the letter ends. Ask pupil to form the letters by connecting the dots. Make sure he understands what the red and green dots indicate.

INDIVIDUAL X SM. GROUP (2-4) LG. GROUP (>4)

CATALYST

ACTIVITY:

Place circles on floor in 3'x3' square. Give oral directions to pupil asking him to move to a certain numbered dot or to a dot that is one number before or after the number given.

① ② ③
④ ⑤ ⑥
⑦ ⑧ ⑨

CARDS

INDIVIDUAL x SM. GROUP (2-4) x LG. GROUP (> 4)
BEGINNING INTERMEDIATE x ADVANCED
1-5 MIN 5-10 MIN x 10-20 MIN > 20 MIN

MATERIALS: Large circles numbered from 1 to 9

IDT #	MRO #	OTHER #	BCP STRAND & #
Eye-Hand Coordination	1.2.4		Writing
3.10			37-25

CATALYST

ACTIVITY:

Prepare a worksheet of the letters of the alphabet done in dots. Place a green dot where the letter begins and a red dot where the letter ends. Ask pupil to form the letters by connecting the dots. Make sure he understands what the red and green dots indicate.

CARDS

INDIVIDUAL X SM. GROUP (2-4) LG. GROUP (> 4)
BEGINNING X INTERMEDIATE ADVANCED
1-5 MIN 5-10 MIN X 10-20 MIN > 20 MIN

MATERIALS:
Worksheet of letters
Pencil

CATALYST CARDS

IDT #	MRO #	OTHER #	BCP STRAND & #
Visual Perception	1.2.1.2		Spelling
4.12+			38-39,43,44

ACTIVITY: Prepare word cards on large pieces of tagboard or construction paper. Prepare letter cards on smaller pieces of paper for each letter contained in the words. Distribute letter cards to pupils. Hold up word card and ask pupils to arrange themselves in a line to spell the word. A contest could be held between two teams to see who could spell the word fastest.

INDIVIDUAL	SM. GROUP (2-4) x	LG. GROUP (> 4) x	
BEGINNING	INTERMEDIATE x	ADVANCED	
1-5 MIN	5-10 MIN	10-20 MIN x	> 20 MIN

MATERIALS: Several word cards
One set letter cards per pupil, no repetitions

CATALYST

IDT #	MRO #	OTHER #	BCP STRAND & #
Coordination			Gross Motor I
2.2+			16-23

ACTIVITY: Mark the floor with tape or chalk, making 6 or 8 lines equal distance apart. Play "Mother May I" with pupils crawling. Calling pupil by name, say, "Crawl 2 lines forward," or "crawl 3 lines backward." If pupil fails to say, "May I", he returns to starting line - crawling.

ATALYST

ACTIVITY: Prepare word cards on large pieces of tagboard or construction paper. Prepare letter cards on smaller pieces of paper for each letter contained in the words. Distribute letter cards to pupils. Hold up word card and ask pupils to arrange themselves in a line to spell the word. A contest could be held between two teams to see who could spell the word fastest.

CARDS

INDIVIDUAL____ SM. GROUP (2-4) x LG. GROUP (> 4) x
BEGINNING____ INTERMEDIATE x ADVANCED____
1-5 MIN____ 5-10 MIN____ 10-20 MIN x > 20 MIN____

MATERIALS: Several word cards
One set letter cards per pupil, no repetitions

IDT #	MRO #	OTHER #	BCP STRAND & #
Coordination			Gross Motor I
2.2+			16-23

CATALYST

ACTIVITY: Mark the floor with tape or chalk, making 6 or 8 lines equal distance apart. Play "Mother May I" with pupils crawling. Calling pupil by name, say, "Crawl 2 lines forward," or "crawl 3 lines backward." If pupil fails to say, "May I", he returns to starting line - crawling.

CARDS

INDIVIDUAL____ SM. GROUP (2-4) x LG. GROUP (> 4)____
BEGINNING____ INTERMEDIATE x ADVANCED____
1-5 MIN____ 5-10 MIN____ 10-20 MIN x > 20 MIN____

MATERIALS: Tape for marking carpet
Chalk for marking floor

APPENDIX F

ASSESSMENT TOOLS, CURRICULUM GUIDES, AND DEVELOPMENTAL CHARTS USED TO DEVELOP THE BCP

ASSESSMENT TOOLS, CURRICULUM GUIDES, AND DEVELOPMENTAL CHARTS

USED TO DEVELOP THE BCP

Arizona Articulation Proficiency Scale

Assessment of Developmental Status and Progress
Fresno County Department of Education
Fresno, California

Balthazar Scales of Adaptive Behavior for the Profoundly and Severely Mentally Retarded (1971)
Earl E. Balthazar, Ph.D.
Central Wisconsin Colony and Training School
Madison, Wisconsin

Bayley Scales of Infant Development (1969)
Bayley
The Psychological Corporation
New York

Behavior Assessment Guide for Children (1970)
Orange County Department of Education
Santa Ana, California

Bender-Gestalt Test of Visual Motor Perception (1938)
Lauretta Bender, M.A., M.D.

Bloom's Taxonomy of Educational Objectives (1956)
B. S. Bloom

Cain-Levine Social Competency Scale (1963)
Leo F. Cain and Samuel Levine

Child Behavioral Questionnaire (1967)
Rutter

Child Development
Breckenridge

Child Development (1964)
Hurlock

Child Development (1949)
Gesell and Ilg

Child Development and Adjustment (1962)
Crow and Crow

Child Development Check-List for Multiply Handicapped Children
San Francisco Unified School District
San Francisco, California

Communication Evaluation Chart from Infancy to Five Years (1964)
Anderson, Miles, Matheny

Course of Study and Curriculum Guide for Teachers of the Educable Mentally Retarded
Santa Cruz County Office of Education
Santa Cruz, California

Course of Study for Educable Mentally Retarded Minors (1968)
California State Board of Education

Course of Study for the Educable Mentally Retarded in the Secondary Schools of San Mateo County (1967)
San Mateo County Superintendent of Schools
Redwood City, California

Curriculum Guide, Special Education (1960)
Texas Education Agency
Austin, Texas

Delinquency Proneness Check List
Kvaraceus

Denver Development Screening Test (1969)
William K. Frankenburg, M.D., and
Josiah B. Dodds, Ph.D.
Mead Johnson Laboratories

Development of Language for Profoundly Retarded
Bricker

Developmental Approach to Casefinding (1967)
Haynes

Developmental Hierarchy of Processing Skills
Research and Development Center in Mental
Retardation, Yeshiva University, New York

Developmental Milestones
Santa Cruz County Office of Education
Santa Cruz, California

Developmental Schedule of Oral-Aural Language as an Aid to the Teacher of the Mentally Retarded (1963)
Mecham

Developmental Sentence Types (1966)
Laura L. Lee
Journal of Speech and Hearing Disorders,
V. 31, No. 4

Devereau Elementary School Behavior Rating Scales
Devereau Schools
Santa Barbara, California

Developmental Test of Visual-Motor Integration
Keith E. Beery and Norman A. Buktenica
Foliett Educational Corporation, Chicago

Deviant Behavior Inventory (1966)
Novich, Rosenfield, Bloch, Dawson

EMR Curriculum: A Persisting Life Needs Approach
Wisconsin Department of Public Instruction
Division of Handicapped Children (1969)

Evaluation Form for Physically and Mentally Handicapped Minors (1969)
San Francisco Unified School District
San Francisco, California

Evaluation of Orientation and Mobility Skills for Exceptional Children

Santa Cruz County Office of Education

Experimental Curriculum for Young Mentally Retarded Children (1961)
Frances P. Conner and Mabel E. Talbot
Teachers' College, Columbia Univ., New York

Fairview Self-Help Scale (1970)
Robert T. Ross, Ph.D.
Fairview State Hospital
Costa Mesa, California

Fitzgerald Key

Frostig Developmental Test of Visual Motor Perception (1964)
M. Frostig and D. Horne

Goodenough Draw-A-Man Test

Gough Adjective Check List (1950)
Harrison G. Gough
University of California, Berkeley, California

Growth and Development Charts of Children
Arnold Gesell

Guide for the Instruction of the Profoundly Retarded Child (1971)
Santa Cruz County Office of Education

Guidelines for Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools (1967)
California State Board of Education

Haggerty-Olson-Wickman Behavior Rating Schedules (1930)
World Book Company
Yonkers-on Hudson, New York

Health and Behavior Summary
H. S. Thorpe, M.D.
University of California, Davis Medical School

Helping Children Talk Better (1951)
C. G. Van Riper

Henja Developmental Articulation Test

Identification and Evaluation of Methods for Teaching Severely Mentally Retarded (Trainable) Children (1958)
Peabody College Research Series in Mental Retardation
Nashville, Tennessee

Illinois Test of Psycholinguis

Individual Growth Chart, DCHM
Santa Cruz County Office
Santa Cruz, California

Individualized Diagnostic Teac
Trainable Mentally Retarded -
Alameda County School Dep
Hayward, California

Infant Intelligence Scale (194
P. Catell

Informal Inventories in Langua
Los Angeles City Schools
Special Education Branch
Los Angeles, California

Introduction to Child Study
Strang

Inventory of Educational Tasks
Frank Hewett

Inventory of Developmental Tas
Santa Clara County

Katz Adjustment Scale

Language Disorders of Children
Diagnosis (1969)
Mildred F. Berry
Appleton-Century Crofts,

Larsen Sound-Discrimination Li
Laila Larsen
Deshon General Hospital

Key

velopmental Test of Visual Motor
(1964)
stig and D. Horne

Draw-A-Man Test

tive Check List (1950)
on G. Gough
sity of California, Berkeley, California

Development Charts of Children
Gesell

he Instruction of the Profoundly
ild (1971)
Cruz County Office of Education

for Developing a Course of Study and
for Mentally Retarded Minors in
Public Schools (1967)
rnia State Board of Education

son-Wickman Behavior Rating Schedules (1930)
Book Company
s-on Hudson, New York

Behavior Summary
Thorpe, M.D.
sity of California, Davis Medical School

ldren Talk Better (1951)
Van Riper

opmental Articulation Test

ion and Evaluation of Methods for Teaching
ntally Retarded (Trainable) Children (1958)
y College Research Series in Mental
ation
le, Tennessee

Illinois Test of Psycholinguistic Abilities - ITPA

Individual Growth Chart, DCHM (1967)
Santa Cruz County Office of Education
Santa Cruz, California

Individualized Diagnostic Teacher's Guide for Trainable Mentally Retarded - IDIG (1969)
Alameda County School Department
Hayward, California

Infant Intelligence Scale (1940)
P. Catell

Informal Inventories in Language, Math, Reading (1970)
Los Angeles City Schools
Special Education Branch
Los Angeles, California

Introduction to Child Study
Strang

Inventory of Educational Tasks
Frank Hewett

Inventory of Developmental Tasks
Santa Clara County

Katz Adjustment Scale

Language Disorders of Children: The Bases and Diagnosis (1969)
Mildred F. Berry
Appleton-Century Crofts, Publishers

Larsen Sound-Discrimination Lists
Laila Larsen
Deshon General Hospital

Learning Impairment Index
Easter Seal Child Development Center

Measurement of Intelligence of Infants and Young Children (1940)
Catell

Merrill-Palmer Scale

Northampton Vowel and Consonant Charts
Northampton School for the Blind
Northampton, Massachusetts

Observation and Evaluation Record
Easter Seal Child Development Center

Orientation Check Sheet for Evaluating Visually Handicapped Children (1968)
Santa Cruz County Office of Education

Outcomes Chart: Persistent Life Problems of the EMR
Louis Bransford and Judith Dettre

Outline of Self-Help Skills for Trainable Mentally Retarded (1966)
Bureau for Educationally Handicapped and
Mentally Exceptional Children
California State Department of Education

Patterned Observation Technique
Fresno City Unified School District
Fresno, California

Peabody Picture Vocabulary Test

Peer Rating Instrument (1967)
Raths, Jonas, Rothstein, Wasserman
Teaching for Thinking, Theory and Application
Charles E. Merrill Publishers

Pre-Numbers Readiness
Ann McKim
Butte County Office of S
Oroville, California

Preschool Attainment Record (
Edgar A. Doll

Problem Behavior Rating Scale

Progress Assessment Chart of
H. C. Gunzburg, M.A., Ph.
SEFA Publications
Birmingham 1, England

Pupil Behavior Rating Scale
Eli M. Bower
University of California,

Pupil Classroom Behavior Scale
C. M. Dayton and R. H. By

Recreational Activities and Ga
Handicapped Children
Palo Alto Unified School
Palo Alto, California

Roadmap to Effective Teaching
Monterey County Office of
Monterey, California

Scale for Rating Behavioral Ch
Superior Students
Joseph S. Renzulli and Ro
Exceptional Children, Nov

School Readiness: Behavior Te
Gesell Institue (1964)
Frances L. Ilg and Louisa
Harper and Row, New York

npairment Index
r Seal Child Development Center

t of Intelligence of Infants and
dren (1940)

lmer Scale

n Vowel and Consonant Charts
ampton School for the Blind
ampton, Massachusetts

n and Evaluation Record
r Seal Child Development Center

n Check Sheet for Evaluating Visually
l Children (1968)
Cruz County Office of Education

art: Persistent Life Problems of the EMR
Bransford and Judith Dettre

Self-Help Skills for Trainable Mentally
966)
n for Educationally Handicapped and
ly Exceptional Children
rnia State Department of Education

bservation Technique
City Unified School District
, California

ture Vocabulary Test

Instrument (1967)
Jonas, Rothstein, Wasserman
ng for Thinking, Theory and Application
s E. Merrill, Publishers

Pre-Numbers Readiness
Ann McKim
Butte County Office of Superintendent of Schools
Oroville, California

Preschool Attainment Record (1966)
Edgar A. Doll

Problem Behavior Rating Scale

Progress Assessment Chart of Social Development (1965)
H. C. Gunzburg, M.A., Ph.D.
SEFA Publications
Birmingham 1, England

Pupil Behavior Rating Scale
Eli M. Bower
University of California, Berkeley

Pupil Classroom Behavior Scale (1967)
C. M. Dayton and R. H. Byrne

Recreational Activities and Games for Physically Handicapped Children
Palo Alto Unified School District
Palo Alto, California

Roadmap to Effective Teaching (1970)
Monterey County Office of Education
Monterey, California

Scale for Rating Behavioral Characteristics of Superior Students
Joseph S. Renzulli and Robert K. Hartman
Exceptional Children, November 1971

School Readiness: Behavior Tests Used at the Gesell Institue (1964)
Frances L. Ilg and Louisa B. Ames
Harper and Row, New York

Seal Bluff Development Center Evaluation
Contra Costa County Office of Education
Concord, California

Self-Esteem Behavior Rating Form (1968)
Stanley Coopersmith

Self-Rating Instrument (1967)
Raths, Jonas, Rothstein, Wasserman
Teaching for Thinking, Theory and Application
Charles E. Merrill, Publishers

Sequenced Instructional Programs in Physical Education for the Handicapped (1970)
Los Angeles City Schools, Special Education
Branch, Los Angeles, California

Spraing's Behavior Rating Scale

Stanford-Binet Intelligence Scale (1962)
Terman and Merrill

System FORE (1972)
Special Education Division
Los Angeles Unified School District
Los Angeles, California

Teacher Observation Technique Rating Form (1969)
Fresno City Unified School District
Fresno, California

Teacher Rating Instrument (1967)
Raths, Jonas, Rothstein, Wasserman
Teaching for Thinking, Theory and Application
Charles E. Merrill, Publishers

Theory and Problems of Child Development (1958)
Ausibel

TMR Performance Profile for th
Moderately Retarded (1963)
Di Nola, Kaminsky and Ste
Reporting Service for Exc
New Jersey

Trainable Mentally Retarded Co
Curriculum Guide (1968)
San Mateo County Superint
Redwood City, California

Valett Developmental Survey of
Abilities (1966)
Robert E. Valett

Vineland Social Maturity Scale
Edgar A. Doll
Educational Test Bureau,

Vocational Performance Scoring
Santa Cruz County Office
Santa Cruz, California

Vocational Skills Training Prog
Visually Handicapped (1972)
Home Economics and Industr
Curriculum Guide
Santa Cruz County Office
Santa Cruz, California

Wechsler Adult Intelligence Sca

Wechsler Intelligence Scale for

Wechsler Preschool and Primary

Wide Range Achievement Scale

Development Center Evaluation
Costa County Office of Education
d, California

Behavior Rating Form (1968)
Coopersmith

Instrument (1967)
Jonas, Rothstein, Wasserman
ng for Thinking, Theory and Application
E. Merrill, Publishers

nstructional Programs in Physical
r the Handicapped (1970)
eles City Schools, Special Education
Los Angeles, California

havior Rating Scale

et Intelligence Scale (1962)
and Merrill

(1972)
Education Division
eles Unified School District
eles, California

rvation Technique Rating Form (1969)
City Unified School District
California

ng Instrument (1967)
Jonas, Rothstein, Wasserman
g for Thinking, Theory and Application
E. Merrill, Publishers

roblems of Child Development (1958)

TMR Performance Profile for the Severely and Moderately Retarded (1963)
Di Nola, Kaminsky and Sternfeld
Reporting Service for Exceptional Children
New Jersey

Trainable Mentally Retarded Course of Study Curriculum Guide (1968)
San Mateo County Superintendent of Schools
Redwood City, California

Valett Developmental Survey of Basic Learning Abilities (1966)
Robert E. Valett

Vineland Social Maturity Scale (1965)
Edgar A. Doll
Educational Test Bureau, Minnesota

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APPENDIX G

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